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ABSTRACT

A study was conducted to ascertain the level of sophistication of the educational media programs in the unified public school districts of Kansas. It was hoped that the resulting data would enable public school administrators to accurately evaluate their programs and to improve the total educational media program in their systems. Using the survey method and appraisal techniques, the investigators polled 311 districts. Fulton's Evaluative Checklist in revised form was the only instrument used to collect the data. The investigators concluded that many of the districts did not have adequate budget provisions for educational media and that there was not a wide variety of instructional materials being used. (MC)

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AN EVALUATION OF EDUCATIONAL MEDIA PROGRAMS IN KANSAS UNIFIED SCHOOL DISTRICTS

BY

Educational Media
Programs Class

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KANSAS STATE UNIVERSITY

COLLEGE OF EDUCATION

with Cooperation of
State Department of Education
State of Kansas

AN EVALUATION OF EDUCATIONAL MEDIA PROGRAMS IN KANSAS UNIFIED SCHOOL DISTRICTS

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by

Educational Media Programs Class

415-815

1972

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The project was directed and coordinated by Dr. Kenneth L. King of the Kansas State University, College of Education.

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AN EVALUATION OF THE LEVEL OF SOPHISTICATION
OF THE EDUCATIONAL MEDIA PROGRAM IN
KANSAS UNIFIED PUBLIC SCHOOL DISTRICTS

CHAPTER I

DESCRIPTION OF THE STUDY

The purpose of Chapter I is to describe the problem and state the purposes of this investigation. Included are the background of the study, statement of the problem, need and significance of the study, the scope and limitations of the study, definitions of certain terms, procedure, and organization of the study.

Background of the Study

In this advanced technological age some remarkable things are happening in the classroom. In many classrooms hidden projectors project through rear screens, a classroom can be altered by moving partitions to different locations, viewing screens can be electronically lowered and raised, and lighting can be regulated by the turning of a switch. Some extraordinary classrooms are equipped with elaborate lecterns whereby the teacher is placed in front of a control board where such things as timing, scripting, and programing become crucial.

But in many classrooms, the money has not yet been appropriated to install one double electrical outlet to permit the use of just one filmstrip projector. For several years the common problem of schools will probably be that of not being able to use the vast array of educational media that is available.[1]

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[1] Carlton W. H. Erickson, Fundamentals of Teaching With Audiovisual Technology (New York: The Macmillan Company, 1965), p. 323.

Never before has any society been faced with providing so much learning to so many people; however, no society has ever had a greater potential with which to train teachers and with such powerful tools to improve their teaching.[2]

Because much of the new educational media is not available in many classrooms is all the more reason for teachers to accept responsibility for keeping alert andexerting effort to experiment and use the older tools and devices that are at their disposal, and then as the local school authorities provide new facilities and devices, an extended effort should be made to utilize the newer media in the classroom.[3]

The federal government has aided in providing these new facilities and devices by greatly expanding financial aid to education through the National Defense Education Act.of 1958. This act provided funds to develop audio-visual media services and facilities.[4] The Elementary and Secondary Education Act of 1965 has also been a major factor in making educational media and materials available and encouraging their utilization.[5] Now that federal funds for materials and equipment have been made available to Kansas public schools, are they being effectively incorporated into programs?[6]

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[2] James W. Brown and Kenneth D. Norberg, Administering Educational Media (New York: McGraw-Hill Book Company, 1965), p. 1.

[3] Erickson, op. cit., pp. 323-324.

[4] James W. Brown, Richard B. Lewis, and Bred F. Harcleroad, AV Instruction: Media and Methods (New York: McGraw-Hill Book Company, 1969), p. 5.

[5] Carlton W. H. Erickson, Administering Instructional Media Programs (New York: The Macmillan Company, 1968), p. 17.

[6] E. F. Bryan, "Materials, Devices, Techniques," The Oklahoma Teacher, XLVIII, No. 9 (1967), p. 18.

Proper educational media programming is a matter of human understanding, skill, and motivation. It requires well-trained, competent instructional developers who know media and materials with the knowledge of how to arrange the conditions for their optimum use.[7] It was in an effort to determine the status of instructional media programs in the unified public school districts of the state of Kansas that this study was made.

Statement of the Problem

The problem of this study was to evaluate the educational media programs in the unified public school districts of Kansas to determine the level of sophistication of the educational media programs.

Need for the Study

A review of the literature revealed that no state-wide study had been conducted for the purpose of determing the level of sophistication of the educational media programs. Several studies have, however, dealt with certain aspects of the media program in Oklahoma. These include comprehensive studies by Fulton,[8] Zimmerman,[9] and Teague.[10] In the study by Fulton an evaluation of the Oklahoma state audio-visual program was made. His study was centered around local school districts which were cooperating in the state program. The main emphasis of the Fulton study was on filmed materials. The Zimmerman study was an evaluation of the pre-service audio-visual experiences that were provided in Oklahoma teacher education institutions. His study involved the graduates of these teacher education institutions, many of whom were teachers in Oklahoma public schools. To a certain extent Zimmerman's study revealed how well prepared Oklahoma teachers were to utilize audio-visual materials and equipment. The study by Teague was an evaluation of the quality of the media programs in Oklahoma public schools. His study revealed that to a certain extent educational media and services are provided in Oklahoma public schools.

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[7] Brown and Norberg, op.cit., p. 162.

[8] William R. Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program" (unpublished Ed.D. dissertation, Oklahoma Agricultural and Mechanical College, 1955).

[9] Harry P. Zimmerman, "An Evaluation of Pre-Service Audio-Visual Experience in Selected Oklahoma Teacher Education Institutions Based on Reactions of Teachers and Supervisors" (unpublished Ed.D. dissertation, University of Oklahoma, 1958).

[10] Fred A. Teague, "An Evaluation of Educational Media Programs in Oklahoma Public Schools" (unpublished Ed.D. dissertation, University of Oklahoma, 1966).

The research indicated that to a certain degree the Kansas public schools are committed to the use and dissemination of educational media and the teachers in these schools to some extent have had training in the utilization of educational media. It was thought to be of considerable importance to evaluate the media programs in these schools in an effort to determine if the quality of the media program influences teacher utilization of this media.

The findings of this study have revealed data which will enable the administrators of the Kansas public schools to evaluate accurately their respective programs in an effort to determine the extent of their educational media programs. The instrument also provided the public school administrator with criteria that would enable him to improve the total educational media program in his system. This was accomplished through the use of the criteria and the revised self-evaluation instrument developed by Fulton.[11]

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[11] W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs" (unpublished research report, University of Oklahoma, 1966).

Scope and Limitations

This investigation was limited to six major aspects concerning the quality of the educational media program. Each major aspect included several program elements. Part I incluces the six major aspects of the quality of the educational media program.

Part I

The first aspect is the commitment of the school system to the provision of a wide variety of educational media services. Elements included in the first aspect are as follows:

1. Commitment to the media program.
2. Commitment to educational media as integral parts of instruction.
3. Commitment to providing educational media facilities.
4. Commitment to financing the educational media program.
5. Commitment to staffing the educational media program.

The second aspect deals with the relationship of the educational media program to the instructional program. Elements included in the second aspect are as follows:

1. Consultative services in educational media utilization.
2. In-service education in educational media utilization.
3. Faculty-student use of educational media.
4. Involvement of the educational media staff in planning.

The third aspect is the school system educational media center and school building media centers. Elements included in the third aspect are as follows:

1. Location and accessibility of educational media.
2. Dissemination of educational media information.
3. Availability of educational media.

4. Storage and retrieval of educational media.
5. Maintenance of educational media.
6. Production of educational media.

The fourth aspect concerns the physical facilities which are provided for the utilization of educational media in instruction. Elements included in the fourth aspect are as follows:

1. Educational media facilities in existing classrooms.
2. Educational media facilities in newly constructed classrooms.

The fifth aspect deals with the financial support provided for the educational media program and with the educational media budget. Elements included in the fifth aspect are as follows:

1. Reporting financial needs.
2. Basis for budget allocations.
3. Development of the educational media budget.

The sixth aspect deals with thepprofessional, clerical, and technical educational media staff. Elements included in the sixth aspect are as follows:

1. School system educational media staff.
2. School building educational media staff.

This investigation attempted to determine the status of each of the major aspects of the instruments used including their sub-items.

The school systems included in this study were public schools. Privately supported schools and schools operated by the federal government were not included. The study included unified public school districts in Kansas.

Definition of Terms

Clerical media staff refers to personnel such as secretaries, filing clerks, and distribution clerks, who are engaged full-time in assisting with the provision of educational media services.

Educational media includes all non-book materials which may be used for teaching and learning purposes and the equipment necessary for the use of the materials.

Educational media coordinator refers to the supervisor of the educational media activities in an elementary or secondary school building instructional unit.

Educational media director refers to the supervisor of the educational media program for the entire school system.

Educational media program refers to the total efforts of a school system to provide educational media and services to its faculty and students.

Educational media services refers to all efforts to make educational media available to teachers and students and to assist them in using educational media.

Evaluation refers to the appraisal of an educational media program by making value judgments based on established criteria which relate to specific elements of the program.

High school districts refers to school districts which support and contain a school which provides educational experiences through grade twelve.

Level of sophistication refers to the quality of the educational media program in the school system.

Professional educational media staff refers to the educational media director, educational media coordinator, and all other certified school personnel who have special preparation for media work and who are engaged in media activities, including personnel such as consultants on media utilization, supervisors of media production services, and film librarians.

Public school systems refers to school systems which are supported by public funds.

Self-evaluation refers to the appraisal of an educational media program by officials of the school whose program is evaluated.

Technical media staff refers to personnel such as equipment and materials repairmen, production technicians, photographers, and materials processors, who are engaged full-time in assisting with the provision of educational media services.

Utilization refers to the use of educational media in teaching.

Procedure

The survey method and appraisal technique was used in this study. Good, Barr, and Scates write that the survey is "concerned with ascertaining the conditions which prevail in a group of cases chosen for study, and is essentially a method of quantitative description of the general characteristics of the group."[12] They also state that "appraisal is the procedure by which we secure and overt characteristically variable reactions."[13]

The plan for encountering the problem required three major steps: (1) the revision and validation of an existing instrument for evaluation of educational media program in school system, (2) distributing to the administrators of Kansas public schools an Evaluative Checklist for Self-Evaluating an Educational Media Program in School Systems, (3) the analysis and evaluation of the results of the checklist to determine the status of educational media programs in the Kansas public schools.

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[12] Carter V. Good, Arving S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 286.

[13] Ibid., p. 412.

Fulton's checklist for evaluation of educational media programs was revised to include certain aspects that were not included in the original instrument.

Fulton's checklist for evaluating the media program in school systems, in revised form, was used to collect data to determine the level of sophitication of the educational media program. This instrument was based on nationally recognized criteria developed by Fulton.

The data was analyzed according to school sizes based on enrollments during the 1971-1972 school year. Enrollment size categories were established in order to make a comparison of media programs in the various size schools.

The strengths and weaknesses of the data which seem pertinent to each aspect were analyzed and evaluated in terms of established criteria.

Evaluative judgments on the instruments are given only in terms of strengths and weaknesses. No attempt is made to give the degree of strength or weakness.

The evaluative judgments were reached on the basis of one or more of the following criteria: (1) evidence that the activities of a particular aspect are in conformance with the criterion, (2) evidence of activities which are compatible with the criterion, and (3) evidence of continuous effort toward achieving the objective of the criterion.

At the end of each major aspect of analysis a graphic representation of the evaluative judgments is given, and the strong and weak aspects are considered.

Organization of the Study

Chapter I is a general description of the study. Included are the background of the study, statement of the problem, need and significance of the study, the scope and limitations of the study, definitions of certain terms, procedure, and organization of the study.

Chapter II is a review of the research related to the study. Included are reviews of studies conducted during the past fifty years.

Chapter III describes the procedure used to solve the problem of the study. Included are descriptions of steps taken to collect, analyze, and evaluate the data pertaining to the study.

Chapter IV is an analysis and evaluation of educational media programs in Kansas public schools. Included are descriptions of the qualitative status or level of sophistication of the educational media programs in the public schools and evaluation of each program element included within the scope of the study.

Chapter V includes a general summary of the study, major findings, conclusions based on the finding of the study, and recommendations for improving educational media activities in Kansas.

CHAPTER II

REVIEW OF RELATED LITERATURE

The extent of media programs found in the nation's schools ranges from the non-existent to highly organized, technical systems. Throughout the United States, leaders of education are concerned about the proper role of audio-visual instruction. Administrators and supervisors, curriculum committees, and individual teachers often express need of a standard by which they can measure theprogress and success of their local media programs. A review of research materials would reveal to these individuals that a number of evaluation instruments have been constructed and administered, and that several surveys of public school media programs have been completed.

It is the purpose of this chapter to review those studies that seem pertinent to the current survey. The studies that are included vary in respect to sample size and level of interest; however, each one has treated some aspect of audio-visual administration or instruction.

Evaluations of audio-visual materials and methods have been made from the time educators first began to study their procedures objectively. However, the first scientific research attempts in this area can probably be traced to the early 1920's. A nation-wide survey of the administration of visual education was conducted by McCluskey in 1923. At that time only sixteen city school systems and twenty-three universities, normal schools, state museums, and state departments of education had organized departments of visual education. As a result of the survey, McCluskey recommended: (1) a clearing-house for audio-visual administrative information, (2) adequate financial support, (3) experimentation and research in methods of using audio-visual materials in the classroom, (4) adequate teacher education in the use of audio-visual materials, (5) clarification of the status of audio-visual directors in their school systems, (6) uniform record-keeping and reporting, (7) participation of educators in the creation of materials of instruction, (8) use of materials where they will implement the curriculum and contribute to the mental development of the individual student, (9) avoidance of reliance upon free and sponsored films, (10) frequent evaluation of administrative practices and equipment, (11) development of scientific procedures for selection of materials, (12) systematic grading and arrangement of catalogs of materials so that they correlate with courses of study, (13) study guides to accompany materials, (14) systematic studying of materials in circulation in terms of their use, and (15) provision for adequate housing, storage, and transportation facilities.[14]

In 1936, Koon and Noble, in cooperation with the American Council on Education, surveyed 8,806 school systems. The respondents listed the following as principal difficulties handicapping progress in audio-visual instruction: (1) lack of funds, (2) inability of teachers to obtain the materials when needed, (3) lack of trained teachers, (4) failure f materials to correlate adequately with the course of study, (5) lack of understanding of the values of audio-visual materials, and (6) lack of information on sources of good audio-visual materials. The respondents also listed important needs in the area of audio-visual services. In rank order, they were: (1) a federal purchase plan to assure uniform size and quality of equipment, (2) presentation of demonstration lessons by visual instruction experts, (3) lesson plans to assist in correlation of materials with course study, (4) production of motion pictures specifically for instructional purposes, and (5) establishment of visual instruction centers where courses would be given.[15]

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[14] F. Dean McCluskey, "Administration of Visual Education, A National Survey" (unpublished report, National Education Association, 1923).

Hazlett, in 1938, made a study of the organization, administration, and supervisory activities in twelve of the nation's largest city school systems. It was reported that eight of the school systems had organized departments of "visual-sensory aids." Seven of the schools were headed by full-time directors and one was headed by a half-time director.[16]

In 1944, a study was done by Sechriest in cities with a population of 100,000 and over, excluding the nation's twelve largest cities, of departments of "audio-visual aids." Reported and developed in this study were criteria for planning the development of departments of " "audio-visual aids." The study reports major administrative and supervisory activities of directors of audio-visual departments in city school systems.[17]

A study dealing with the relationship of audio-visual materials to the learning process was done by McPherson in 1946. The study describes the development of curriculum in Kern County, California, and its use as the basis for determining the objectives of the audio-visual program. The study deals with the financial support of audio-visual programs in the area of sources of funds and amounts of funds needed. Recommendations include: (1) more in-service education for teachers in the area of utilization of materials, (2) more emphasis on teacher-made materials, (3) a more active role of audio-visual directors, and (4) planning new or re-modeling old buildings for better utilization.[18]

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[15] Cline M. Koon and Allen W. Noble, National Visual Education Directory (Washington, D.C.: American Council on Education, 1936).

[16] J. R. Hazlett, "Analysis and Evaluation of the Organization, Administration and Supervision of Departments of Visual Sensory Aids" (unpublished Ph.D. dissertation, University of Pittsburgh, 1938).

[17] Earl E. Sechriest, "Organization, Administration, Supervision and Mechanical Facilities of Departments of Audio-visual Aids" (unpublished Ph.D. dissertation, University of Pittsburgh, 1944).

In December Of 1946, the Research Division of the National Education Association published the results of a status survey--an overview of the extent to which audio-visual education was being used in city school systems. A twenty-nine item questionnaire was distributed to superintendents of schools in all cities above 2,500 in population. The 1,037 school systems that responded represented more than one-fifth of the nation's entire teaching staff and total pupil enrollment. A total of sixteen percent of the school systems surveyed had made special provisions for audio-visual departments. The majority of departments were located in cities with a population of more than 100,000. Of the 1,037 school systems reporting, sixty-two had full time audio-visual directors, and one hundred and two other schools had audio-visual centers with directors who gave something less than full time to the work. A wide range of audio-visual facilities was reported. Some schools indicated that a single room, in a far corner of the building, was the 'a-v center' while other systems described well-equipped, centrally located facilities, available to all staff. All of the respondents emphasized the need for a centrally located resource area, in order to insure wide teacher involvement. Many of the audio-visual directors in the larger school systems were provided with several assistants. However, one hundred percent of the directors in cities, 2,500 to 5,000 population, reported that no assistants were available. Distributed on a per-pupil basis, the 1945-46 expenditure on audio-visual education for all of the cities reporting was thirty-five cents. This varied from thirty-two cents in cities of over 100,000 population to one dollar and sixty-eight cents in cities of between 2,500 and 5,000. The results of the report seemed to indicate that the elementary teachers of the larger schools and the secondary teachers of the smaller schools were making the most extensive use of the audiovisual materials. However, three out of four of the persons answering the questionnaire reported that too little use was being made of audio-visual aids in their respective school systems. Those persons that answered the questionnaires listed the following as serious obstacles to audio-visual use: (in order of frequency of mention) (1) teachers not interested, (2) no specially trained director, (3) essential equipment not yet purchased, (4) buildings need extensive remodeling to adapt them to audio-visual education, (5) funds not available, (6) lack of a central audio-visual agency, (7) no convenient source for renting or borrowing audio-visual materials, (8) indifference of the board of education, and (9) administrative opposition or indifference.[19]

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[18] Joseph James McPherson, "The Organization of a Program of Audio-Visual Education for the Schools of Kern County California" (unpublished Ph.D. dissertation, Columbia University, 1946).

Davidson, 1950, made an investigation of the administrative problems in utilizing materials in fifty-two public school systems of west Texas. He found that most of these school systems were not effectively utilizing the materials that were available. This was attributed to such deterrents as insufficient funds, scarcity of well-trained directors, and lack of teacher preparation in the proper use of such materials.[20]

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[19] National Education Association, Research Division, "Audio-Visual Education in City School Systems." Research Bulletin XXIV: pages 131-170; 1946.

In 1950 Allen surveyed all 392 teachers in a county school system and found that teachers named the following supervisory activities of the audio-visual coordinator as most important: (1) publications on materials and resources, (2) local workshops for the preparation of curricular materials, (3) demonstrations of use of audio-visual materials with classes of children, (4) and institute sessions containing such demonstrations, previews of new materials, and exhibits of audio-visual equipment and teacher-made materials.[21]

DeBernardis, in 1951, made a study of the audio-visual programs in the Oregon public schools. His study determined that less than five per cent of the schools in the study had a full or part-time audio-visual director. Thirty-two per cent of the school systems reported that they conducted in-service training for teachers in utilization of audio-visual materials and equipment. Methods most often reported as being used in in-service education were workshops, conferences, institutes, and bulletins. DeBernardis recommended expansion of in-service education of teachers and a greater coordination of efforts of all departments within a school system which handle instructional materials or supplies.[22]

In 1951 the state of Connecticut completed its survey of audio-visual facilities, equipment, and utilization procedures. Two specially designed forms were used to obtain the basic information on the status of audio-visual instruction activities in the schools of the state at that time. The first form, "Form B," was designed to collect from the school principal information that could be used to formulate statewide programs of audio-visual instruction. An analysis of the returns indicated that, in addition to a need for increased amounts of equipment and materials, there was a distinct need, as well, to intensify the program of workshops and teacher education activities. The "Form A" was a device designed to obtain information concerning the actual amount of equipment and materials available in each school and the amount of time devoted to audio-visual education activities by the school coordinator. A final section of that form asked the principals and superintendents to list obstacles hindering the development of audio-visual programs: The following were listed most often: (1) lack of adequate audio-visual budgets, (2) difficulty in obtaining materials and equipment at the time when they can be used to best advantage, (3) lack of adequate supply of audio-visual materials within the district, and (4) lack of teachers trained in the effective use of audio-visual materials. As a result of the study, the Connecticut State Department of Education recommended that there be a full-time audio-visual director for each school with 5,000 or more enrollment, that more technical, clerical, and student help be provided, and that teacher committees be formed to continually evaluate the audio-visual program.[23]

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[20] Raymond Leon Davidson, "Administrative Provisions for Audio-Visual Instruction in Selected Public Schools in West Texas" (unpublished Ed.D. dissertation, University of Texas, 1950).

[21] William H. Allen, "What Kind of Audio-Visual Supervision Do Teachers Prefer?" California Journal of Educational Research 1: pages 181-182, 1950.

[22] Amo DeBernardis, "A Study of Audio-Visual Education in Oregon's Public Schools" (unpublished Ed. D. dissertation, University of Oregon, 1951).

Darden, in 1953, conducted a study of twenty county audio-visual programs that have audio-visual centers. He examined the organization, administration, and supervisory practices that were common to the county programs in order to isolate the factors that promote growth and favorable acceptance of audio-visual education by the public. Darden concluded that the major goal of all personnel in the school system must be the improvement of instruction. He further concluded that the materials utilization practices of teachers are more effective if they participate and cooperate with the audio-visual staff in planning the audio-visual program.[24]

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[23] Connecticut, State Department of Education, A Survey of Audio-Visual Education in Connecticut Public Schools (Hartford: State Department of Education, 1951).

In October of 1955, the Research Division of the National Education Association published the results of a second survey. Similar to the 1946 report, this study interpreted the status of audio-visual education in urban school districts for the school year, 1953-54. The 1955 survey showed that financial support for audio-visual education had almost doubled since the earlier survey but was still only sixty-five cents per pupil enrolled, exclusive of salaries. Taking into account the increase in the cost of living, this increase in expenditures was considered negligible. Twenty-seven per cent of the school districts reported that a formal audio-visual department had been incorporated into their system, compared to a response of sixteen per cent in the 1946 survey. The percentage of audio-visual directors working on a full-time basis also showed an increase. However, sixty-two per cent of the 1,014 school districts reported that they still were not providing the audio-visual director with any staff assistants. Response indicated that in-service education programs were available in almost half of the school districts in the 1953-54 school year. Other statistics suggested that there had been a continuous improvement over the whole period in the education of new classroom teachers for using audio-visual materials. There was also indication that classroom teachers were being involved more in the selection of equipment and materials. The respondents were asked to rank the services provided by their audio-visual departments in the order of importance. Heading the list were the following responses: (1) obtaining free and rental materials on request, (2) consulting with individual classroom teachers on using audio-visual materials, (3) keeping classroom teachers informed of available materials and new acquisitions, and (4) selecting and purchasing audio-visual materials and providing operators and equipment for school use. Throughout the report, the statistics repeatedly showed the districts with the formal departments rated higher than those without. Likewise, the more populated districts usually rated higher. The one exception; the amounts of materials and equipment figured on a per pupil basis increased with smaller school populations.[25]

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[24] William Judson Darden, "A Study of Audio-Visual Education in Selected County Audio-Visual Centers" (unpublished Ed. D. dissertation, Columbia University, 1953.

Fulton, in 1955, made a study of the state-wide audio-visual program in Oklahoma. In this study criteria were developed which were used as a basis for the evaluation of the state audio-visual program. Each major aspect includes several elements and activities which were reported to be characteristic of state-wide audio-visual programs. Fulton evaluated thirty-seven characteristics of the state audio-visual program which were grouped under the following six major aspects of the state program: (1) organization and administration, (2) teacher education, (3) dissemination of audio-visual information, (4) research and evaluation, (5) tax support, and (6) film distribution. Of the thirty-seven audio-visual program elements evaluated, Fulton found twenty-three to be strong, nine were weak, four were neither weak nor strong, and one did not apply. Among recommendations made by Fulton were: (1) that local schools and counties provide for adequate coordination of audio-visual activities within their schools by appointing qualified coordinators on a part-of-teaching-load basis, (2) that local schools and counties provide for periodic self-evaluation of their audio-visual activities on a definitely planned basis, (3) that instructors of audio-visual courses encourage teachers and administrators to do research in the audio-visual field, and that school administrators encourage teachers to do local studies on problems relating to the audio-visual field, and (4) that state appropriations for audio-visual purposes permit the use of such funds for film rentals.[26]

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[25] Research Division of the National Education Association, "Audio-Visual Education in Urban School Districts, 1953-54," Research Bulletin, Vol. XXXIII, No. 3 (October 1955) pages 90-124.

Kemp, in 1956, investigated nine school systems in the North Central Association for the purpose of studying their materials production activities. He analyzed the extent to which the schools were producing audio-visual materials and made recommendations for the improvement of production services. The particular areas of the materials production programs that were studied included: (1)administrative organization, (2) purposes for which materials were produced, (3) personnel involved in materials production, (4) physical facilities provided for production, (5) production equipment, (6) types of materials produced, (7) finances for materials production (8) self-evaluation of production activities, and (9) plans for further expansion of production activities. Kemp found that audio-visual personnel in the schools studied were not well trained in production techniques, and little use was made of consultative help that might be available. The audio-visual personnel in the schools were not given enough released time from other duties to carry out extensive production activities. Teachers were given very little in-service education in the production of simple instructional material. Kemp further found that the schools included in the study did not show evidence of clear policies and procedures for determining materials which were to be produced. He also found that financial support was inadequate for extensive materials production programs in the schools.[27]

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[26] William Ray Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program" (unpublished Ed. D. dissertation, Oklahoma Agricultural and Mechanical College, 1955).

Barnes, in 1960, conducted a study to identify administrative principles and operational procedures to serve as guide lines for efficient and economical operation of instructional materials centers in school districts with 5,000 to 10,000 average daily attendance. Six operational functions of materials centers were isolated: (1) fiscal functions, (2) accessioning, (3) inventory, (4) maintenance, (5) personnel, and (6) implementation of plans. Barnes recommended that every effort be made to make it possible for teachers and students to identify and obtain materials without unreasonable effort. She further recommended that teachers be encouraged to use a wide variety of materials and resources and that provisions be made to inform teachers of the availability of such materials.[28]

Pearson, in 1961, conducted a survey of audio-visual programs in the Minnesota public schools. His study was based on data gathered from a state-wide sample of schools of all sizes. The data relating to this study were gathered during the 1959-60 school year. The following findings of the Pearson study have significant implications for this study: (1) larger schools tend to have better audio-visual programs than small schools, (2) schools which grant released time to audio-visual directors from other school duties tend to have better audio-visual programs than those schools which do not grant released time, (3) the role of the audio-visual director was not well defined, (4) teachers were not well trained in the use of audio-visual materials and equipment, and (5) few schools had an audio-visual budget.[29]

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[27] Jerold Edwin Kemp, "Audio-Visual Production Activities in Selected School Systems with Recommendations for Improvement" (unpublished Ed. D. dissertation, Indiana University, 1956).

[28] Virginia C. Barnes, "The Organization and Administration of the Instructional Materials Centers in Medium-Sized School Districts" (unpublished Ed. D. dissertation, Stanford University, 1960).

Godfrey, in 1962, directed a nation-wide study in which 11,000 educational personnel in 247 school districts participated by means of questionnaire responses. Questionnaires were designed to elicit responses in the areas of facilities, use and opinions. Findings included such things as: (1) collections of audio-visual material were highly variable in type and amount, (2) coordinators were employed in ninety per cent of the schools on a part-time basis, (3) teachers more often used audio-visual materials as supplemental teaching aids than as an integral part of the teaching process, and (4) elementary teachers were found to use audio-visual materials more frequently than secondary teachers.[30]

Jones, in 1963, conducted a study to identify common practices of audio-visual directors in school systems in the North Central Association that were believed to have had superior audio-visual programs. Among conclusions reached by Jones were: (1) the media program is more effective when the director's activities are closely integrated with the administrator's efforts for improvement of the instructional program, (2) the director's professional training indicated greater knowledge of audio-visual competencies and techniques than was being utilized, (3) opportunities for instructional us s of newer media such as television and language laboratories were inadequate, and (4) in many cases adequate time, clerical and technical help were not provided.[31]

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[29] Neville P. Pearson, "Organization and Use of Audio-Visual Education in Minnesota Public Schools" (unpublished Ed. D. dissertation, University of Minnesota, 1961).

[30] Eleanor P. Godfrey, Audio-Visual Programs in the Public Schools. (Washington, D. C.: Bureau of Social Science Research, Inc., 1962).

The New York State Department of Education, in 1963, conducted a study to determine methods for improving the distribution and utilization of educational films. The study deals with: (1) the general historical importance of instructional films, (2) the importance, use, cost, and distribution of instructional films to teachers of New York State, and (3) audio-visual programs in other states. Recommendations were made for the state department of education to create more conducive conditions for the use of educational films.[32]

Knowlton, in 1963, conducted a study to obtain data which would encourage more extensive use of audio-visual materials in the high schools of Indiana. Responses were gathered from areas such as information dissemination to teachers concerning the use of audio-visual materials. The results of the study revealed that: (1) attitudes toward the use of films do not relate to audio-visual aids in general, and (2) the particular subject taught is an important factor in using audio-visual aids.[33]

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[31] Wilbur Charles Jones, "The Practices, Duties and Responsibilities of the Audio-Visual Director in Selected School Systems of the North Central Association" (unpublished Ed. D. dissertation, University of Oklahoma, 1963).

[32] New York, State Department of Education, A Survey of and Plans for Improved Utilization of the Educational Film in the Schools of New York State (Albany: State Department of Education, 1963).

A final report, in a series of four, was published in December 1965, by the Bureau of Social Science Research, Incorporated. The report summarized the changes in status of audio-visual media in the public schools during a period from 1961 to 1964. Two thousand, five hundred school districts were stratified by region and district size, and a ten per cent random sample of each regional-size group was drawn, resulting in a final sample of 240 districts for the 1964 study. Much data was obtained from the schools concerning their inventory of equipment and materials. A positive correlation was often seen between a superintendent's assessment of his program and an increase or decrease in his audio-visual inventory. There is evidently a tendency to expand a program that one believes in. Also inventory increases were observed to be greater in those systems having a centralization and specialization in administration of the audio-visual program. The larger school systems were found to be concerned with their high pupil-teacher ratios, and, because of their outlay of funds for additional teaching staff, they normally spent somewhat less per pupil for instructional materials. Gains were shown in the total amount of audio-visual equipment available, and an increase was noted in the number of districts which had each piece of equipment. In considering the use of the materials, the study reported that elementary teachers used all types of equipment, except tape recorders, more frequently than secondary teachers. As in previous studies, the statistics indicated that the districts with the higher populations were the more innovative and more technically advanced.[34]

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[33] James Q. Knowlton, Studies of Patterns of Influence in the School Situation as They Affect the Use of Audio-Visual Materials (Bloomington: Indiana University, Division of Educational Media, 1963).

An investigation was made by Lindeman, in 1965, for the purposes of evaluating the state audio-visual program in Utah, and formulating recommendations for improvement. The jury method was used to develop criteria and standards which were used as a basis for evaluating the state-wide program. Findings in the Lindeman study showed that the Utah schools were below the standards that were recommended by the jury for materials and equipment, for audio-visual centers, and school buildings. He further found that audio-visual centers which served individual buildings were more adequately equipped in terms of the criteria and standards than were centers which served the entire school system. The study found that not a sufficient number of audio-visual personnel were found in the schools to meet the standards. Full-time directors were found in only fourteen per cent of the schools and none were found to be full-time in the capacity of building coordinator. Lindeman found that the superintendents of the schools within the study generally agreed with the standards and criteria that were recommended by the jury, but very few were actually implementing them.[35]

Teague, in 1966, completed a study in which he evaluated the current status and functions of educational media program in 532 Oklahoma public high school districts. The study involved four major steps: (1) the gathering of data concerning the quantitative status and functions of educational media programs in Oklahoma public schools, county units, and regional media distribution centers, (2) the appraising of the quantitative status of educational media programs in Oklahoma public schools in relation to the Department of Audio-Visual Instruction standards, (3) the evaluation of media programs in Oklahoma public schools in relation to established criteria relating to desirable media programs, and (4) the formulation of recommendations for improvement in areas which were found to be weak in relation to established criteria and standards. Among the recommendations made were: (1) that efforts be made to achieve a greater commitment of administrators and teachers to the use of a wide variety of media, (2) that greater utilization of media be encouraged in Oklahoma public schools, (3) that educational media be better located and distributed in the schools, (4) that better physical facilities which made possible better use of educational media be provided in all classrooms, and (5) that substantial increases be made in educational media personnel in the schools.[36]

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[34] Bureau of Social Science Research, Inc. Audiovisual Media in the Public Schools, 1961-64: A Profile of Change, (December 1965) pages 1-81.

[35] LeRoy Russell Lindeman, "Recommendations for An Audio-Visual Program for the State of Utah" (unpublished Ed. D. dissertation, Brigham Young University, 1965).

Bloodworth, in 1967, completed the direction of a nation-wide study that was designed to encourage further effective use of educational technology by locating various types of programs of new or improved methods of instruction for visitation purposes. Data were gathered through the sending of a questionnaire to 12,229 school systems as well as from recommendations that were solicited from the staff of state departments of education officers of state audio-visual associations, and from members of the state survey team, concerning schools using media in innovative programs. The Fulton instrument for self-evaluating an educational media program was used in determining the quality of the educational media program of the schools in the study. Findings of the study include: (1) better classroom utilization of instructional materials result in schools employing a full-time media specialist, (2) many innovative programs are in operation because of federal funds, (3) out of 2,098 respondents, less than one in five employed an audio-visual director full-time during 1965-66; one school in four employed an audio-visual person with part-time responsibilities; and more than one-half of the schools reported that no single person was in charge of their audio-visual program, and (4) instructional materials centers under the direction of librarians without audio-visual training tended to be print-oriented with little dissemination of information to teachers on the use of audio-visual materials in instruction. Recommendations that were made in this study include: (1) that efforts be made at the state level to engage in a biennial updating of information concerning innovative uses of educational technology within a state, (2) that federal funds be made available to a national agency to whom individuals and agencies would be expected to turn for information on the location and use of educational technology and related data, and (3) that a report be made concerning schools in the survey of those buildings whose architectural design has influenced the use of educational technology and that this report be disseminated to those persons engaged in school plant planning.[37]

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[36] Fred A. Teague, "An Evaluation of Educational Media Programs in Oklahoma Public Schools" (unpublished Ed. D. dissertation, University of Oklahoma, 1966).

King, in 1969, conducted a survey and appraisal of the Oklahoma public schools in an attempt to show a relationship between the level of sophistication of the media program and the teacher utilization of selected educational media. Fulton's checklist for evaluation of educational media programs and Totten and Fulton's checklist for evaluating the use of educational media were revised by King and used as the measurement instruments. The revised Evaluative Checklist for Educational Media Programs was completed and returned by 302 superintendents or educational media directors. The revised Utilization Checklist was completed and returned by 245 of the randomly selected public school teachers. Schools in the category with the smallest enrollment were found to be "weak" or "neither weak nor strong" in reference to all phases of a media program. With an increase in school size, more positive attitudes were noted concerning the development and administration of audio-visual programs. The two schools with enrollments of 20,000 or above were basically strong in their endorsement of the media program. They did indicate a weak point however concerning the physical facilities in the existing classrooms. The same trend was evident in the results obtained from the Utilization Checklist. Teachers in the larger schools reported a stronger involvement with various media. King concluded that media production, facilities, financing and staffing in the Oklahoma public schools were generally inadequate. He recommended that administrators and faculty members work together in evaluating and revising the local media programs. that in-service education and prospective-teacher training be provided, that procedures be improved for distribution of materials, and that media budgets, appropriate physical facilities and increased media personnel be priority items in all schools.[38]

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[37] Mickey Bloodworth, Highlights of Schools Using Educational Media (Washington, D. C.: Department of Audio-Visual Instruction NEA, 1967).

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[38] Kenneth L. King, "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the level of Sophistication of the Educational Media Program in Selected Oklahoma Schools" (unpublished Ed.D dissertation, University of Oklahoma, 1969).

It can be observed, by reviewing the appropriate literature, that the progress of audio-visual instruction in thepublic schools has been measured at frequent intervals. Though the studies have varied widely in organization, certain conclusions have been common to each. As the initiation of new media and methods accelerates, it will be increasingly important that all schools have available an evaluation instrument to measure the growth of their own media programs.

CHAPTER III

PROCEDURES FOR COLLECTING, ANALYZING, AND EVALUATING THE DATA

The purposes for Chapter III are to describe the method used in the selection of the participants in the sample, the procedures used to collect the data, the instruments used in the gathering of the data, the methods used to analyze the data, and the criteria which influenced the formulation of evaluative judgments.

Collecting the Data

This study was an investigation of the quality of educational media programs in the Kansas public schools. This study included the 311 unified public school districts of Kansas for the 1971-72 school year.

In the solution of the problem identified in this study data was needed from the superintendents or educational media directors from each of the 311 public school districts in Kansas.

The 311 superintendents who were involved in this study were determined from the Kansas Educational Directory for 1968-69. Only those superintendents from independent districts which contained elementary and high schools received the evaluative instruments.

One instrument was used to collect the data. A revised form of Fulton's Evaluative Checklist for school systems was sent to all of the superintendents or educational media directors in the 311 public high school districts.

The Evaluative Checklist

Fulton's Evaluative Checklist in revised form was used to collect data needed to evaluate the status and functions of educational media programs in Kansas public schools.

The Fulton checklist was slightly revised to include certain elements that were not included in the original instrument. A tentative draft of the revised evaluative checklist was prepared and then pilot tested to determine if all items were clear and understandable. The pilot test sample consisted of fifteen school administrators and graduate students in school administration. All members of the pilot test sample discussed the revised checklist after it had been administered. All of the items on the evaluative checklist appeared to be understood by the pilot test participants. Suggestions were given by members of the pilot sample to further clarify the categories being evaluated on the profile sheet. This change to the profile sheet was made in the evaluative checklist on the basis of pilot test results. The Evaluative Checklist for Public Schools appears in Appendix B.

When reference is made to the evaluative checklist in the remainder of this study, it should be understood that the checklist in reference is the revised form of the Fulton Evaluative Checklist rather than the original instrument. This is done in an effort to improve readability.

The Evaluative Checklist is based on Criteria Relating to Educational Media Programs in School Systems developed by Fulton. Data regarding the validity of the criteria and EvaluativeChecklist are given in the final report of the research project in which they were developed.[39]

The Evaluative Checklist was used to draw responses from officials in public schools regarding the strength of the twenty-two media program elements included in the scope of this study. The Evaluative Checklist which contains criteria concerning each major aspect of the checklist was distributed to the superintendents of the 311 public high school districts in Kansas.

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[39] W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Program" (unpublished research report, University of Oklahoma, 1966), pp. 34-35.

Each Evaluative Checklist item consists of descriptions of educational media programs operating at four levels of media program adequacy. The description of the "upper" level of media program adequacy represents optimum criteria by which the particular element of the media program is judged. The description of the "middle" level of media program adequacy falls below the criteria relating to effective programs. The description of the "lower" level of adequacy falls far below the criteria. The description of the "undeveloped" level of program adequacy refers to a situation in which no criteria are met. This range falls into the "weak" range of media program adequacy on the profile sheet in Chapter V.

The following is a sample item from the revised Fulton Evaluative Checklist:

Consultative Services in Educational Media Utilization

☐1 ☐2 ☐3 There are no educational media personnel available to provide for consultative services.

☐4 ☐5 ☐6 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

☐7 ☐8 ☐9 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

☐10 ☐11 ☐12 Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

The Evaluative Checklist provided an opportunity for each respondent to rate his program at one of four levels of program adequacy under each item. Each level contains three placed to check, giving the respondent an opportunity to rate each element as being at any one of twelve placed on a scale from weak to strong.

Elements of the program which were checked by the respondents as being in the "undeveloped" range of media program adequacy (1 to 3) were considered not to have that segment of their program established. It would therefore be categorized in the weak range of media program adequacy on the profile sheet in Chapter V. Elements which were checked by the respondents as being in the "lower" range of media program adequacy (4 to 6) were considered weak. Elements which were checked as being in the "middle" range of media program adequacy (7 to 9) were considered neither weak nor strong. Elements which were checked as being in the "upper" range of media program adequacy (10 to 12) were considered strong.

Responses

The Evaluative Checklist, along with a cover letter, was distributed to the superintendents in the 311 public high school districts in Kansas. The Evalutive Checklist was completed and returned by 206, 66 per cent, of the school systems, as shown in Table 1. A copy of the cover letter sent with the Evaluative Checklist is found in Appendix D.

TABLE 1

NUMBER AND PERCENTAGE OF SUPERINTENDENTS RESPONDING TO THE EVALUATION CHECKLIST

Type of Respondent	Number in Population	Number of Responses	Per Cent Responding
Superintendents (Evaluation)	311	206	66%

Table 2 shows the percentages of respondents which returned questionnaires. When the Evaluative Checklist and cover letter were sent to the superintendents, a total of 66 per cent replied.

TABLE 2

PERCENTAGE OF SUPERINTENDENTS RESPONDING TO THE EVALUATION CHECKLIST

Type of Respondent	Total Per Cent Responding
Superintendents (Evaluation)	66%

Enrollment Size Categories

The number and percentage of Kansas public schools completing the Evaluative Checklist appears in Table 3. In the enrollment size category of 750 or less, there were 177 schools of which 111 schools responded. This reflects a 62 per cent response. In the 751 to 1500 enrollment size category, 64 per cent, or 47 of the 73 schools, responded. In the 1501 to 3,000 enrollment size category, 71 per cent, or 25 schools, responded. In the 3,001 to 15,000 enrollment size category, 91 per cent, or 20 schools, responded. In the 15,001 or above enrollment size category, 75 per cent, or 3 schools, responded. A total of 66 per cent, or 206 of the 311 schools in the sample, completed the Evaluative Checklist.

TABLE 3

NUMBER AND PERCENTAGE OF KANSAS SCHOOLS COMPLETING THE EVALUATIVE CHECKLIST

Enrollment Size Category	Number of Schools In Sample	Per Cent of Schools Responding
750 or less	177	62%
751 to 1,500	73	64%
1,501 to 3,000	35	71%
3,001 to 15,000	22	91%
15,001 or above	4	75%
Total	311	66%

Procedures Used to Evaluate Educational Media Programs

The formulation of evaluative judgments relative to the Evaluative Checklist was developed from the data that were returned by the respondents in the Kansas public schools. An evaluative judgment was made for each of the twenty-two program elements in regard to the criteria for media program adequacy.

Schools in a given enrollment size category were judged as being relatively weak in regard to the criteria by which each program element was evaluated if more schools were judged by respondents as being in either the undeveloped or lower ranges of media program adequacy than in the middle or upper ranges on the Evaluative Checklist.

Schools in a given enrollment size category were judged as being relatively neither weak nor strong in regard to the criteria by which each program element was evaluated if more schools were judged by respondents as being in the middle range of media program adequacy than in the undeveloped, lower, or upper ranges on the Evaluative Checklist.

Schools in a given enrollment size category were judged as being relatively strongin regard to the criteria by which each program element was evaluated if more schools were judged by respondents as being in the upper range of media program adequacy than in the undeveloped, lower, or middle ranges on the Evaluative Checklist.

Formulation of Recommendations

Data gathered for this study were used as a basis for developing recommendations for improving educational media programs in the public schools of Kansas. The recommendations appear in Chapter V.

CHAPTER IV

ANALYSIS AND EVALUATION OF DATA RELATED TO THE EDUCATIONAL MEDIA PROGRAM

The purpose of Chapter IV is to present an analysis and evaluation of data obtained from Kansas public schools concerning educational media programs. Ana analysis and evaluation of each media program element included within the scope of the study will be presented.

The evaluation of educational media programs in the Kansas public schools is organized around six major aspects of educational media programs: (1) School System Educational Media Services, which deals with the commitment of the administration and faculty toward the provision for a media program, (2) Educational Media Services for Curriculum and Instruction, (3) the Educational Media Center, (4) Physical Facilities for Educational Media, (5) Budget and Finance of the Educational Media Program, and (6) Educational Media Staff.

Evaluation of School System Educational Media Services

Section I of the Evaluative Checklist contains five educational media program elements relating to the commitment of the administration and faculty of the Kansas public schools toward the provision for a media program. An evaluation of the five educational media program elements relating to Section I of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 6.

The evaluation of school system educational media services was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in AppendixA.

TABLE 6

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF SCHOOL SYSTEM MEDIA SERVICES

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	110	41	25	20	3	110	41	25	20	3	110	41	25	20	3	110	41	25	20	3[b]
I-A Commitment to the Media Program	26	27	16	10	0	27	32	32	25	0	29	27	28	30	33	18	14	24	35	67
I-B Commitment to Educational Media as Integral Parts of Instruction	15	20	4	5	0	6	12	0	5	0	55	39	52	65	33	24	29	44	25	67
I-C Commitment to Providing Educational Media Facilities	23	22	4	5	0	25	27	24	15	33	36	29	52	35	33	16	22	20	45	33
I-D Commitment to Financing the Educational Media Program	7	5	0	5	0	21	29	12	35	0	46	42	68	40	67	26	24	20	20	33
I-E Commitment to Staffing Educational Media Program	23	10	8	20	0	20	29	24	10	0	49	54	44	50	67	8	7	24	20	33

Source: Evaluative Checklist, Section I.

[a] Numbers in parenthesis represent enrollment categories as follows: (1) 750 or less; (2) 751 to 1,500; (3) 1,501 to 3,000; (4) 3,001 to 15,000; and (5) 15,001 or above.

[b] The numbers below the enrollment size categories represent the number of schools in each size category.

Element I-A: Commitment to the Media Program

The Data. Element I-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the provision of a school system educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Apendix A. Table 6 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy. Percentages for undeveloped and lower ranges were combined in this analysis.

Table 6 indicates that 53 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the lower range of media program adequacy, 29 per cent in the middle range, and 18 per cent in the upper range of media program adequacy. Fifty-nine per cent of the respondents in schools of 751 to 1,500 judged their school as being in the lower range of media program adequacy, 27 per cent in the middle range, and 14 per cent in the upper range of media program adequacy.

Forty-eight per cent of the respondents with enrollments of 1,501 to 3,000 judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and 24 per cent of the respondents judged their schools as being in the upper range of media program adequacy. In the enrollment category of 3,001 to 15,000, 35 per cent of the respondents judged their schools as being in the lower range of media program adequacy, 30 per cent in the middle range, and

35 per cent of the respondents judged their schools as being in the upper range of media program adequacy.

None of the respondents in schools with 15,001 and above judged their school as being in the lower range of media program adequacy, 33 per cent judged their schools in the middle range, and 67 per cent of the respondents judged their schools as being in the upper range of media program adequacy on Element I-A.

Element I-B: Commitment to Educational Media as Integral Parts of Instruction

The Data. Element I-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the provision and use of educational media as integral parts of the school system instructional program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 6 reveals that 21 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the lower range of media program adequacy, 55 per cent in the middle range, and 24 per cent in the upper range of media program adequacy. Thirty-two per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the lower range of media program adequacy, 39 per cent in the middle range, and 29 per cent in the upper range of media program adequacy.

Forty-eight per cent of the respondents with enrollments of 1,501 to 3,000 judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and 24 per cent in the upper range of media program adequacy. Thirty-five per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the lower range of media program adequacy, 30 per cent in the middle range, and 35 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the lower range of media program adequacy, 33 per cent of the respondents judged their schools as being in the middle range, and 67 per cent judged their schools as in the upper range of media program adequacy.

Element I-C: Commitment to Providing Educational Media Facilities

The Data. Element I-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to providing educational media facilities. Criteria that were used as a basis . or the evaluation of the element of educational media programs in Kansas public schools appear in Appendix A.

Table 6 shows that 48 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the lower range of media program adequacy, 36 per cent in the middle range, and 16 per cent in the upper range of media program adequacy. Forty-nine per cent of the respondents in schools with enrollments of 751, to 1,500 judged their schools as being in the lower range of program adequacy, 29 per cent in the middle range, and 22 per cent of the respondents judged their schools as being in the upper range of program adequacy.

Twenty-eight per cent of the schools with enrollments of 1,501 to 3,000 judged their schools as being in the lower range of media program adequacy, 52 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. Twenty per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the lower range of media program adequacy, 35 per cent in the middle range, and 45 per cent of the respondents judged their schools as being in the upper range of media program adequacy. In the enrollment size category of 15,001 or above, 33 per cent of the respondents judged their schools as being in the lower range, 33 per cent in the middle range, and 33 per cent in the upper range of media program adequacy.

Element I-D: Commitment to Financing the Educational Media Program

The Data. Element I-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to financing the educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 6 indicateds that 28 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the lower range of media program adequacy, 46 per cent in the middle range, and 26 per cent of the respondents judged their schools as being the upper range of media program adequacy. Thirty-four per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the lower range of media program adequacy, 42 per cent in the middle range, and 24 per cent in the upper range of media program adequacy.

Twelve per cent of the respondents in schools with enrollments of 1,501 to 3,00 judged their schools as being in the lower range of media program adequacy, 68 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. Forty per cent of the respondents with schools of 3,001 to 15,000 judged their schools to be in the lower range of media program adequacy, 40 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the lower range of media program adequacy, 67 per cent in the middle range, and 33 per cent in the upper range of media program adequacy.

Twelve per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the lower range of media program adequacy, 68 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. Forty per cent of the respondents with schools of 3,001 to 15,000 judged their schools to be in the lower range of media program adequacy, 40 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the lower range of media program adequacy, 67 per cent in the middle range, and 33 per cent in the upper range of media program adequacy.

Element I-E: Commitment to Staffing Educational Media Program

The Data. Element I-E of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to staffing the educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 6 reveals that 43 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the lower range of media program adequacy, 49 per cent in the middle range, and 8 per cent judged their schools as being in the upper range of media program adequacy. Thirty-nine per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the lower range of media program adequacy, 54 per cent in the middle range, and 7 per cent in the upper range of media program adequacy.

Thirty-two per cent of the respondents with enrollments of 1,501 to 3,000 judged their schools as being in the lower range of media program adequacy, 44 per cent in the middle range, and 24 per cent in the upper range of media program adequacy. Thirty per cent of the respondents with enrollments of 3,001 to 15,000 judged their schools as being in the lower range of media program adequacy, 50 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools in the lower range of media program adequacy, 67 per cent judged their schools as being in the middle range, and 33 per cent in the upper range of media program adequacy.

Evaluation of Educational Media Services for Curriculum and Instruction

Section II of the Evaluative Checklist contains four educational media program elements relating to the commitment of the administration and faculty of the Kansas public schools toward providing educational media services for curriculum and instruction. An evaluation of the four educational media program elements relating to Section II of the Evaluative Checklist is presented her. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 7.

The evaluation of school system educational media services for curriculum and instruction was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element II-A: Consultative Services in Educational Media Utilization

The Data. Element II-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing consultative services in educational media utilization. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A. Table 7 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 7 shows that 27 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 29 per cent in the middle range, and 13 per cent in the upper range of media program adequacy. Twenty-three per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 30 per cent in the lower range, 32 per cent in the middle range, and 13 per cent in the upper range of media program adequacy.

TABLE 7

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA SERVICES FOR CURRICULUM AND INSTRUCTUON

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5)[a] 3[b]
II-A Consultative Services in Educational Media Utilization	27	23	20	20	0	31	30	20	25	33	29	32	28	10	33	13	13	32	45	33
II-B In-service Education in Educational Media Utilization	12	11	0	10	0	45	36	40	20	0	36	51	40	55	33	6	2	20	15	67
II-C Faculty-Student Use of Educational Media	1	0	0	0	0	15	11	0	0	0	50	60	52	50	67	27	26	44	45	33
II-D Involvement of Media Staff in Planning	31	23	20	20	0	17	9	8	10	0	39	49	64	45	67	13	17	8	25	0

Source: Evaluative Checklist, Section II

[a] Numbers in parenthesis represent enrollment categories as follows: (1) 750 or less; (2) 751 to 1,500; (3) 1,501 to 3,000; (4) 3,001 to 15,000; (5) 15,000 or above.

[b] The numbers below the enrollment size categories represent the number of schools in each size category.

Twenty per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped and lower ranges of media program adequacy, 28 per cent in the middle range, and 32 per cent in the upper range of media program adequacy. Twenty per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy. Twenty-five per cent judged their schools as being in the lower range, 10 per cent in the middle range and 45 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped range of media program adequacy. Thirty-three per cent judged their schools as being in the lower, middle and upper ranges of media program adequacy.

Element II-B: In-service Education in Educational Media Utilization

The Data. Element II-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing for in-service education in educational media utilization. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 7 indicates that 12 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 45 per cent in the lower range, 36 per cent in the middle range, and 6 per cent in the upper range of media program adequacy. Eleven per cent of the respondens in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 36 per cent in the lower range, 51 per cent in the middle range, and 2 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy. Forty per cent judged their schools as being in the lower and middle ranges, and 20 per cent in the upper range of media program adequacy. Ten per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 20 per cent in the lower range, 55 per cent in the middle range of media program adequacy and 15 per cent in the upper range. None of the respondents in schools with enrollments of 15,000 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media program adequacy.

Element II-C: Faculty-Student Use of Educational Media

The Data. Element II-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to faculty-student use of educational media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 7 shows that 1 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 15 per cent in the lower range, 50 per cent in the middle range, and 27 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range, 11 per cent in the lower range, 50 per cent in the middle range, and 26 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped or lower ranges, 52 per cent judged their schools as being in the middle range, and 44 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped or lower ranges of media program adequacy. Fifty per cent of respondents in this category judged their schools as being in the middle range, and 45 per cent of the respondents judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped or lower ranges. Sixty-seven per cent of the respondents in this category judged their schools as being in the middle range of media program adequacy and 33 per cent as being in the upper range.

Element II-D: Involvement of Media Staff in Planning

The Data. Element II-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in the involvement of media staff in planning. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Evaluation of the Educational Media Center

Section III of the Evaluative Checklist contains six educational media program elements relating to the commitment of the administration and faculty of the Oklahoma public schools toward providing for the educational media center. An evaluation of the six educational media program elements relating to Section III of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 8.

Table 7 reveals that 31 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 17 per cent in the lower range, 39 per cent in the middle range, and 13 per cent in the upper range of media program adequacy. Twenty-three per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 9 per cent in the lower range, 49 per cent in the middle range, and 17 per cent in the upper range of media program adequacy.

Twenty per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range, 8 per cent in the lower and upper ranges and 64 per cent in the middle range of media program adequacy. Twenty per cent of the respondents in schools with enrollments of 3,001 and 15,000 judged their schools as being in the undeveloped range of media program adequacy, 10 per cent judged their schools as being in the lower range, 45 per cent in the middle range, and 25 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,000 or above judged their schools as being in the undeveloped, lower or upper ranges of media program adequacy, 67 per cent judged their schools as being in the middle range of media program adequacy.

Element III-A: Location and Accessibility of Educational Media

The Data. Element III-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the location and accessibility of educational media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A. Table 8 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 8 indicates that 27 per cent if the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 11 per cent in the lower range, and 22 per cent in the middle range, and 32 per cent in the upper range of media program adequacy. Twenty-five per cent of respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 14 percent in the lower range, 27 per cent in the middle range, and 27 per cent in the upper range of media program adequacy.

Thirty-five per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped, 0 per cent judged their schools as being in the lower range of media program adequacy, 32 per cent judged their schools as being in the middle range, and 20 per cent in the upper range of media program adequacy.

Twenty-five of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range, and 5 per cent in the lower range, 30 per cent in the middle range, and 35 per cent judged their schools as being in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped range, none judged

TABLE 8

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ELEMENTS INCLUDED WITHIN THE ASPECT OF THE EDUCATIONAL MEDIA CENTER

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 24	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5)[a] 3[b]
III-A Location and Accessibility of Educational Media	27	25	35	35	0	11	14	0	5	0	22	27	32	30	0	32	27	20	35	100
III-B Dissemination of Media Information	5	2	0	0	0	5	31	4	5	0	39	52	56	50	33	19	28	20	40	66
III-C Availability of Educational Media	5	5	0	0	0	19	31	16	25	33	47	37	50	45	66	16	21	32	25	0
III-D Storage and Retrieval of Media	10	6	4	0	0	43	46	32	45	0	35	36	48	50	100	5	4	4	0	0
III-E Maintenance of Media	9	11	0	10	0	53	53	52	45	0	18	22	28	35	0	12	4	8	10	100
III-F Production of Media	11	23	12	12	0	54	29	44	45	0	22	29	24	24	67	8	8	15	16	33

Source: Evaluative Checklist, Section III

[a] Numbers in parenthesis represent enrollment categories as follows: (1) 750 or less; (2) 751 to 1,500; (3) 1,501 to 3,000; (4) 3,001 to 15,000; and (5) 15,001 and above.

[b] The numbers below the enrollment size categories represent the number of schools in each size category.

their schools in the lower or middle range of media program adequacy, 100 per cent judged their schools as being in the upper range of media program adequacy.

Element III-B: Dissemination of Educational Media

The Data. Element III-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the dissemination of media informatinn. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 8 shows that 5 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 5 per cent in the lower range, 39 per cent in the middle range, and 19 per cent in the upper range of media program adequacy. Two per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 30 per cent in the lower range, 52 per cent in the middle range, and 28 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range, 4 per cent judged their schools as being in the lower range, 56 per cent judged their schools as being in the middle range, and 20 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range, 5 per cent judged their schools as being in the lower range, 50 per cent in the middle range, and 40 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 and above judged their schools as being in the undeveloped range, 0 per cent judged their schools as being in the lower range, 33 per cent in the middle range, and 66 per cent in the upper range of media program adequacy.

Element III-C: Availability of Educational Media

The Data. Element III-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty in making educational media available. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 8 indicates that 5 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 19 per cent in he lower range, 47 per cent in the middle range, and 16 per cent in the upper range of media program adequacy. Five per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 37 per cent in the middle range, and 21 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range, 16 per cent judged their schools as being in the lower range, 50 per cent in the middle range and 32 per cent in upper range of media program adequacy. None of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 25 per cent judged their schools as being in the lower range, 45 per cent in the middle range, and 25 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped range, 33 per cent in the lower range, 66 per cent in the middle range, and 0 per cent in the upper range of media program adequacy.

Element III-D: Storage and Retrieval of Media

The Data. Element III-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty in providing for the storage and retrieval of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 8 indicates that 10 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 43 per cent in the lower range, 35 per cent in the middle range, and 5 per cent in the upper range of media program adequacy. Six per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range, 46 per cent in the lower range, 36 per cent in the middle range, and 4 per cent in the upper range of media program adequacy. Four per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media adequacy, 32 per cent judged their schools as being in the lower range, 48 per cent in the middle range, and 4 per cent in the upper range of media program adequacy. None of the respondents in schools with enroll ments of 3,001 to 15,000 judged their schools as being in the undeveloped range, 45 per cent in the lower range, 50 per cent in the middle range, and 0 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 and above judged their schools as being in undeveloped range, 0 per cent in the lower range, 33 per cent in the middle range, and 100 per cent in the upper range of media program adequacy.

Element III-E: Maintenance of Media

The Data. Element III-E of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to providing maintenance of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 8 shows that 9 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 53 per cent in the lower range, 18 per cent in the middle range, and 12 per cent in the upper range of media program adequacy. Eleven per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 53 per cent in the lower range, 22 per cent in the middle range, and 4 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 52 per cent judged their schools as being in the lower range, 28 per cent in the middle range, and 8 per cent in the upper range of media program adequacy. Ten per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 45 per cent judged their schools as being in the lower range, 35 per cent in the middle range, and 10 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 and above judged their schools as being in the undeveloped range of media program adequacy, 0 per cent in the lower range, 33 per cent in the middle range, and 100 per cent in the upper range of media program adequacy.

Element III-F: Production of Media

The Data. Element III-F of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing for the production of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 8 indicates that 11 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 54 per cent in the lower range, 22 per cent in the middle range, and 8 per cent in the upper range of media program adequacy. Twenty-three per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 29 per cent in the lower range, 29 per cent in the middle range, and 8 per cent in the upper range of media program adequacy. Twelve per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 44 per cent in the lower range, 24 per cent in the middle range, and 15 per cent in the upper range of media program adequacy. Twelve per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being the undeveloped range of media program adequacy, 45 per cent judged their schools as being in the lower range, 24 per cent in the middle range, and 16 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 and above judged their schools as being in the undeveloped range of media program adequacy, 0 per cent in the lower range, 66 per cent in the middle range, and 33 per cent in the upper range of media program adequacy.

Evaluation of the Physical Facilities for Educational Media

Section IV of the Evaluative Checklist contains two educational media program elements relating to the commitment of the administration and faculty of the Kansas public schools toward providing physical facilities for educational media. An evaluation of the two educational media program elements relating to Section IV of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 9.

The evaluation of school system physical facilities for educational media was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The Criteria which were developed by Fulton appear in Appendix A.

Element IV-A: Physical Facilities in Existing Classrooms

The Data. Element IV-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets

TABLE 9

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE APSECT OF PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5)[a] 3[b]
IV-A Physical Facilities in Existing Classrooms	7	17	0	10	0	36	42	56	35	0	38	28	28	55	100	17	11	12	0	0
IV-B Physical Facilities in New Classrooms	15	17	0	10	0	28	28	24	25	0	36	26	40	25	67	17	26	36	40	33

Source: Evaluative Checklist, Section IV.

[a] Numbers in parenthesis represent categories as follows: (1) 750 or less; (2) 751 to 1,500; (3) 1,501 to 3,000; (4) 3,001 to 15,000; and (5) 15,000 or above.

[b] The numbers below the enrollment size categories represent the number of schools in each size category.

the criteria relating to the commitment of the administration and faculty in providing physical facilities in existing classrooms. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A. Table 9 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 9 shows that 7 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 36 per cent in the lower range, 38 per cent in the middle range, and 17 per cent in the upper range of media program adequacy. Seventeen per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 42 per cent in the lower range, 28 per cent in the middle range, and 11 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped or upper ranges of media program adequacy, 56 per cent judged their schools as being in the lower range, 28 per cent in the middle range of media program adequacy. Ten of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 35 per cent judged their schools as being in the lower range, 55 per cent in the middle range, and 0 per cent in the upper range of media program adequacy. None of the respondents in schools with media program adequacy. Seventeen per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 28 per cent in the lower range, 26 per cent in the middle range, and 26 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 24 per cent judged their schools as being in the lower range, 40 per cent in the middle range, and 36 per cent in the upper range of media program adequacy. Ten and 25 of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 25 per cent judged their schools as being in the middle range, and 40 per cent in the upper range of media program adequacy. None and 33 of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped or upper ranges of media program adequacy, none per cent judged their schools as being in the lower range, and 67 per cent in the middle range of media program adequacy.

Element IV-B: Physical Facilities in New Classrooms

The Data. Element IV-B of the Evaluation Checklist is designed to elicit judgmental reponses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty in providing physical facilities in new classrooms. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 9 indicates that 15 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 28 per cent in the lower range, 36 per cent in the middle range, and 17 per cent in the upper range of were generally neither weak or strong, the 25 schools with enrollments of 1,501 to 3,000 were neither weak nor strong, the 20 schools with enrollments of 15,001 or above were generally strong in the commitment of the administration and faculty in providing physical facilities in new classrooms.

Evaluation of Budget and Finance of the Educational Media Program

Section V of the Evaluative Checklist contains three educational media program elements relating to the commitment of the administration and faculty of the Kansas public schools toward the provision for a budget and the financing of the educational media program An evaluation of the three educational media program elements relating to Section V of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 10.

The evaluation of school system educational media budget and finance was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element V-A: Reporting Financial Needs

The Data. Element V-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the reporting of media program financial needs. Criteria that were

TABLE 10

PERCENTAGE OF SCHOOLS IN EACH CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5)[a] 3[b]
V-A Reporting Financial Needs	5	0	0	10	0	32	19	8	10	0	48	49	68	45	33	12	26	20	35	67
V-B Basis for Budget Allocations	5	6	0	5	0	22	15	4	15	0	53	60	64	55	33	20	15	28	25	67
V-C Development of Media Budget	30	30	8	3	0	27	15	28	15	0	23	28	32	30	33	18	32	25	25	67

Source: Evaluative Checklist, Section V.

[a] Numbers in parenthesis represent enrollment categories as follows: (1) 750 or less; (2) 751 to 1,500; (3) 1,501 to 3,000; (4) 3,001 to 15,000; and (5) 15,001 or above.

[b] The numbers below the enrollment size categories represent the number of schools in each size category.

used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A. Table 10 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 10 shows that 5 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 32 per cent in the lower range, 48 per cent in the middle range, and 12 per cent in the upper range of media program adequacy. None per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 19 per cent in the lower range, 49 per cent in the middle range, and 26 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 8 per cent judged their schools as being in the lower range, 68 per cent in the middle range, and 20 per cent in the upper range of media program adequacy. Ten of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 45 per cent judged their schools as being in the middle range, and 35 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy. One hundred per cent of the schools in this size category judged their schools as being in the upper range of media program adequacy.

Element V-B: Basis for Budget Allocations

The Data. Element V-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to providing a basis for media program budget allocations. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 10 indicates that 5 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 22 per cent in the lower range, 53 per cent in the middle range, and 20 per cent in the upper range of media program adequacy Six per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 15 per cent in the lower range, 60 per cent in the middle range, and 15 per cent in the upper range of media program adequacy.

Four of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the lower range, 64 per cent in the middle range, and 28 per cent in the upper range of media program adequacy. Five of 15 of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 55 per cent judged their schools as being in the middle range, and 25 per cent in the upper range of media program adequacy. None and 67 of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped, lower, or upper ranges of media program adequacy. Thirty-three per cent of this size category judged their schools as being in the middle or upper ranges of media program adequacy.

Element V-C: Development of Media Budget

The Data. Element V-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing for the development of a media budget. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 10 shows that 30 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 27 per cent in the lower range, 23 per cent in the middle range, and 18 per cent in the upper range of media program adequacy. Thirty per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 15 per cent in the lower range, 28 per cent in the middle range, and 23 per cent in the upper range of media program adequacy.

Eight per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 28 per cent in the lower, 32 per cent in the middle range, and 32 per cent in the upper range of media program adequacy. Thirty per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 15 and 30 of the respondents judged their schools as being in the lower or middle ranges, and 25 per cent judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media program adequacy.

Evaluation of Educational Media Staff

Section VI of the Evaluative Checklist contains two educational media program elements relating to the commitment of administration and faculty of the Kansas public schools to the presence and functions of the educational media staff. An evaluation of the two educational media program elements relating to Section VI of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 11.

The evaluation of school system educational media staff was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element VI-A: School System Media Staff

The Data. Element VI-A of the Evaluative Checklist is designed to elicit judgmental responses regardint the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the presence functions of school system educational media staff. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A. Table 11 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

TABLE 11

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA STAFF

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 111	(2) 47	(3) 25	(4) 20	(5 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) 3	(1) 111	(2) 47	(3) 25	(4) 20	(5) [a] 3 [b]
VI-A School System Media Staff	19	23	12	10	0	37	13	28	20	0	32	53	44	50	33	11	9	16	20	67
VI-B Building Media Staff	14	17	0	5	0	25	21	20	30	0	45	45	44	50	67	15	15	36	15	33

Source: Evaluative Checklist, Section VI.

[a] Numbers in parenthesis represent enrollment categories as follows: (1) 750 or less; (2) 751 to 1,500; (3) 1,501 to 3,000; (4) 3,001 to 15,000; (5) 15,001 or above.

[b] The numbers below the enrollment size categories represent the number of schools in each size category.

Table 11 shows that 19 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 37 per cent in the lower range, 32 per cent in the middle range, and 11 per cent of the respondents judged their schools as being in the upper range of media program adequacy. Twenty-three per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 13 per cent in the lower range, 53 per cent in the middle range, and 9 per cent in the upper range of media program adequacy.

Twelve per cent of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 28 per cent judged their schools as being in the lower range, 44 per cent in the middle range and 16 per cent in the upper range of media program adequacy. Ten per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 20 per cent of the respondents judged their schools as being in the lower range, 50 per cent in the middle range and 20 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media program adequacy.

Element VI-B: Building Media Staff

The Data. Element VI-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the presence and functions of building educational media staff. Criteria that were used as a basis for the evaluation of this element of educational media programs in Kansas public schools appear in Appendix A.

Table 11 shows that 14 per cent of the respondents in schools with enrollments of 750 or less judged their schools as being in the undeveloped range of media program adequacy, 25 per cent in the lower range, 45 per cent in the middle range, and 15 per cent of the respondents judged their schools as being in the upper range of media program adequacy. Seventeen per cent of the respondents in schools with enrollments of 751 to 1,500 judged their schools as being in the undeveloped range of media program adequacy, 21 per cent in the lower range, 45 per cent in the middle range, and 15 per cent in the respondents judged their schools as being in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 1,501 to 3,000 judged their schools as being in the undeveloped range of media program adequacy, 20 per cent in the lower range, 44 per cent in the middle range, and 36 per cent of the respondents judged their schools as being in the upper range of media program adequacy. Five per cent of the respondents in schools with enrollments of 3,001 to 15,000 judged their schools as being in the undeveloped range of media program adequacy, 30 per cent judged their schools as being in the lower range, 50 per cent in the middle range and 15 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 15,001 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 67 per cent judged their schools as being in the middle range, and 33 per cent in the upper range of media program adequacy.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this chapter are to review the purposes and procedures of the investigation, to state the major findings, to state the conclusions, to state implications, and to make recommendations in accordance with the study.

Summary

This study was an investigation of the quality of the educational media programs in the Kansas public schools. Information was gathered from the public unified school districts in Kansas for the study. Fulton's Evaluative Checklist, in revised form, was used to obtain the data from the school systems regarding the quality of the educational media program. The instrument used in the collection of the data appears in Appendix B.

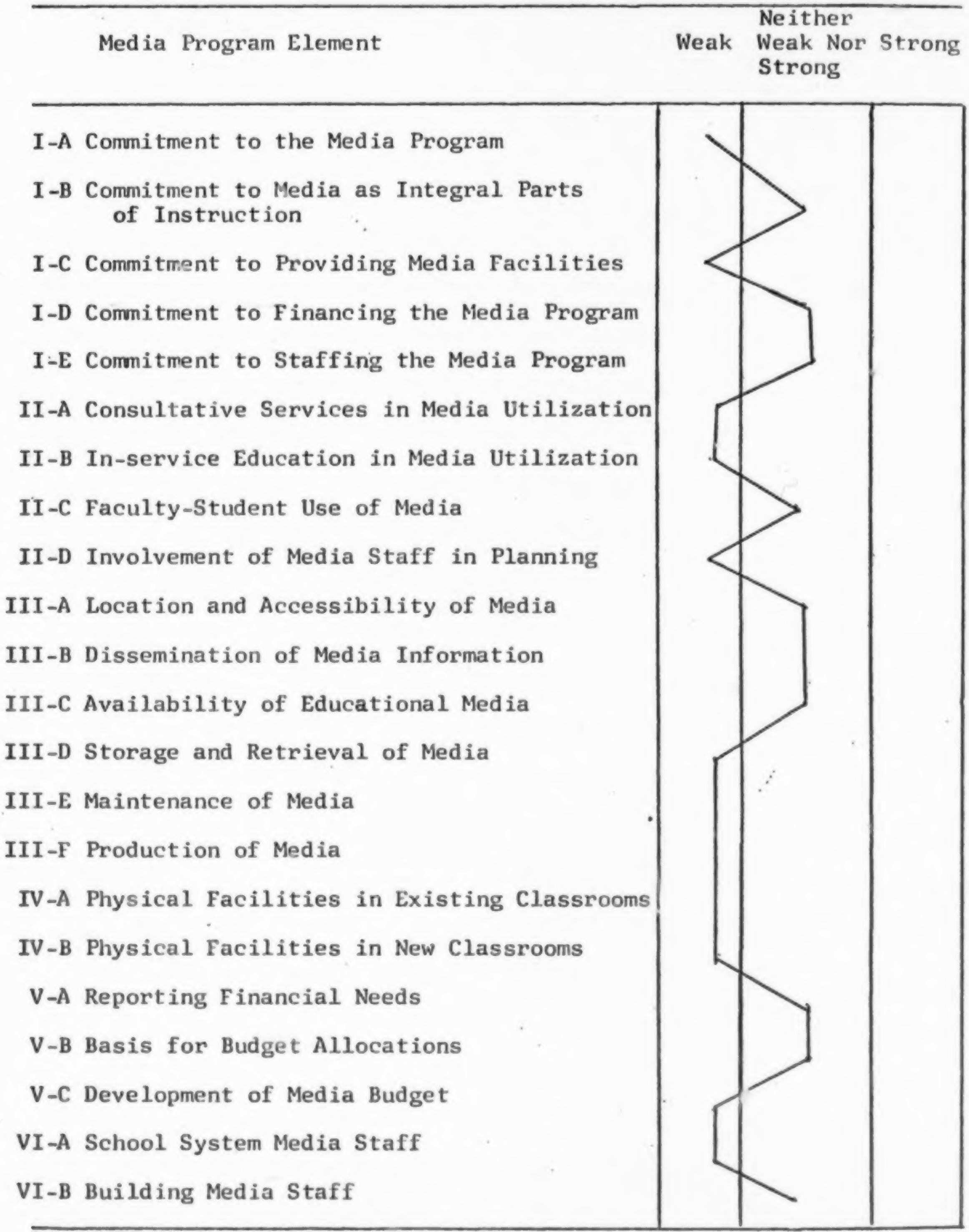
Five enrollment size categories were established for purposes of analysis and evaluation. The enrollment categories are: (1) 750 or less; (2) 751 to 1500; (3) 1501 to 3000; (4) 3001 to 15,000; and (5) 15,001 or above.

Major Findings

The data reveal the following findings concerning the qualitative status of educational media programs in the public schools of Kansas during the 1971-72 school year shown in figure form.

FIGURE 1

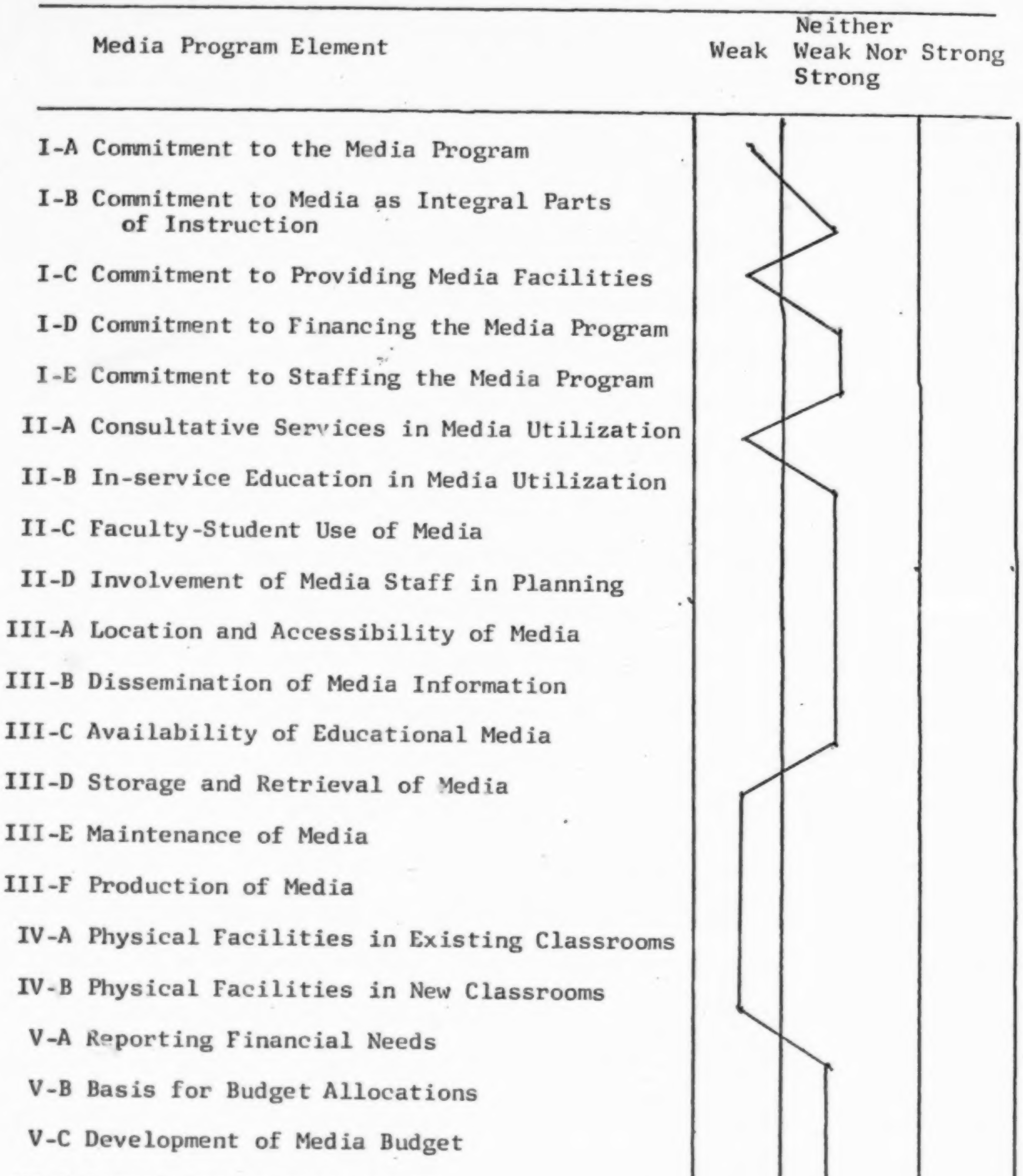
PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE SCHOOLS WITH ENROLLMENTS OF 750 OR LESS*



*as reflected in Tables 6 through 11.

FIGURE 2

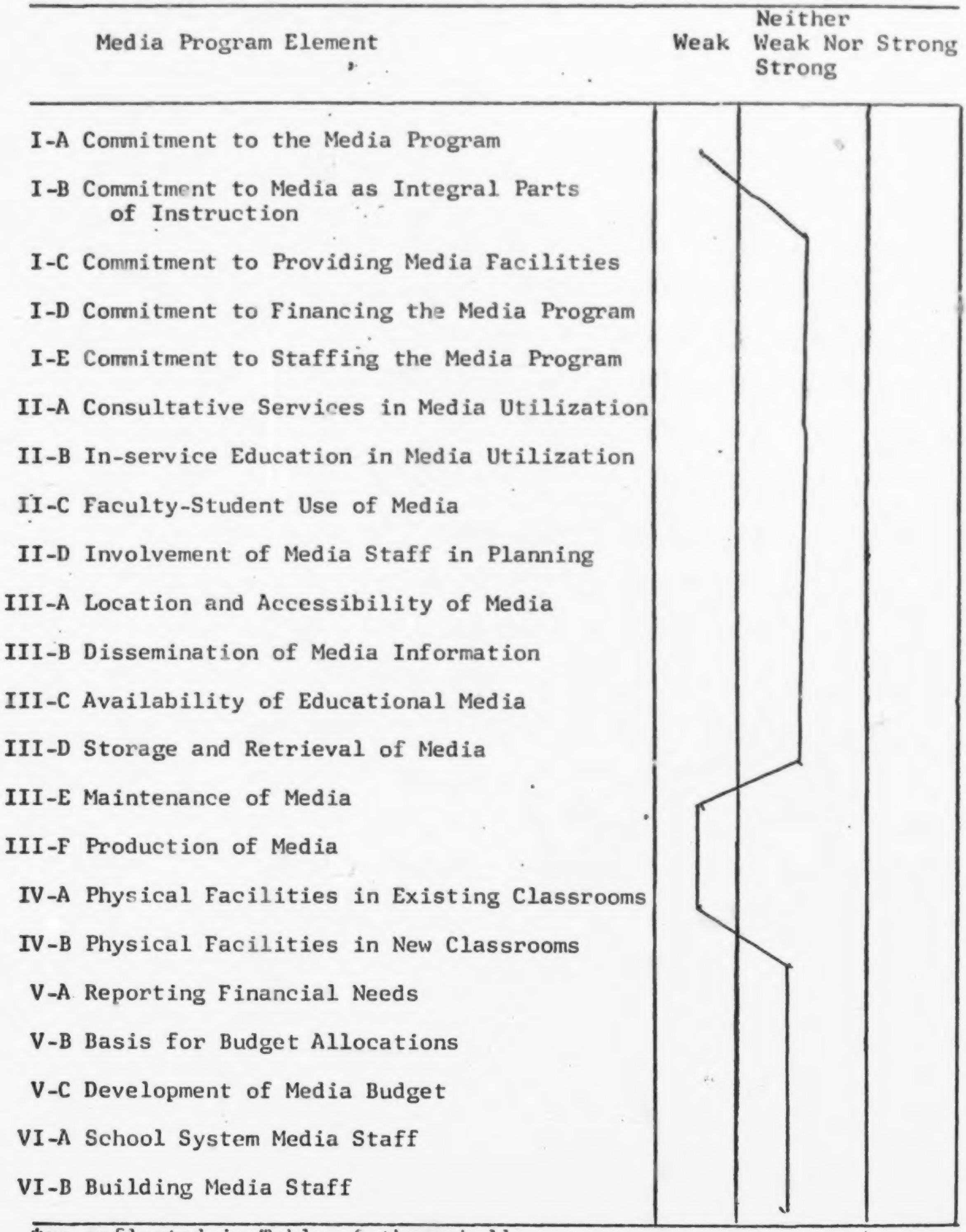
PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE SCHOOLS WITH ENROLLMENTS OF 751 TO 1500*



*as reflected in Tables 6 through 11.

FIGURE 3

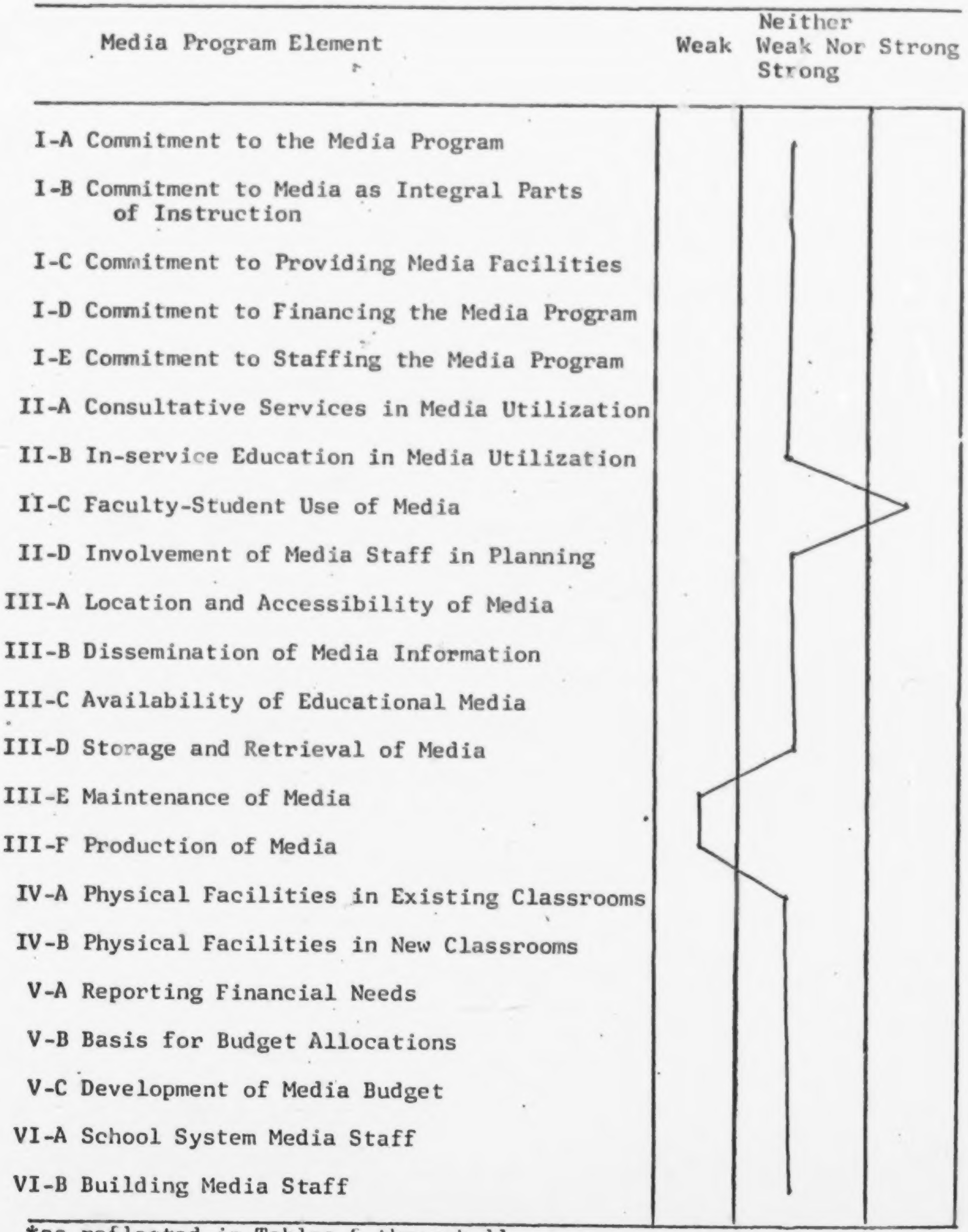
PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE SCHOOLS WITH ENROLLMENTS OF 1501 TO 3000



*as reflected in Tables 6 through 11.

FIGURE 4

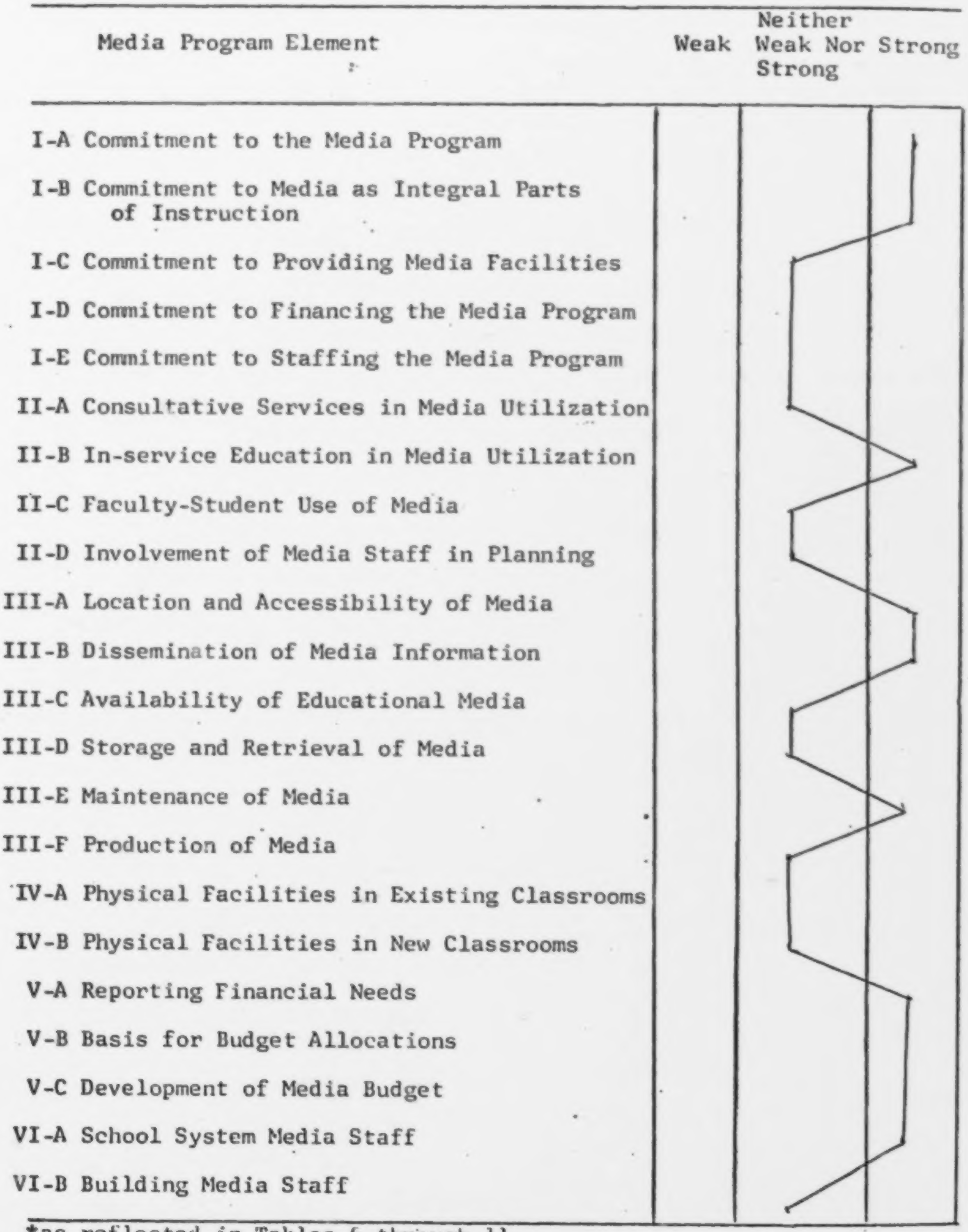
PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE SCHOOLS WITH ENROLLMENTS OF 3001 TO 15,000



*as reflected in Tables 6 through 11.

FIGURE 5

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE SCHOOLS WITH ENROLLMENTS OF 15,001 OR ABOVE



*as reflected in Tables 6 through 11.

Conclusions

The following conclusions were drawn after an analysis and evaluation of the status of educational media programs in the Kansas public schools were made:

1. Educational media programs in the Kansas public schools were more effective when the administration and faculty were committed to the provision and use of a wide variety of educational media and services.

2. Kansas public schools did not appear to produce a wide variety of instructional materials. The element concerning the production of media appeared to be weak in those schools with enrollments of less than 15,000.

3. The physical facilities in many existing and new classrooms in the Kansas public schools with enrollments of less than 3000 were not generally equipped to utilize a wide range of media. Physical facilities in many existing and new classrooms appear to be better equipped for a wider use of media in those schools with enrollments of more than 3,000.

4. Many Kansas public schools did not appear to have adequate provisions for an educational media budget. Schools with enrollments of more than 750 appeared to be making more provision for a media budget than those schools with lesser enrollments.

5. Limited provisions were made in the Kansas public schools for staffing the educational media program. In most cases the educational media director was not given adequate time or staff to provide the degree of media services needed within the schools.

6. Larger school systems in Kansas appeared to be more adequately equipped in their media program than the smaller school systems.

7. In-service education in the use of educational media was generally not provided in schools with enrollments of less than 750.

Recommendations

On the basis of the data secured by this study the following recommendations are proposed:

1. That local school systems provide for periodic self-evaluation of their educational media programs on a definitely planned basis.

2. That steps be taken to achieve a greater commitment of the school administration and the faculty to the provision of a wide range of media and services.

3. That the school administration and faculty work in closer coordination with the educational media staff to integrate all facets of educational media into the school instructional program.

4. That in-service education in educational utilization be provided for teachers in all schools.

5. That pre-service teacher preparation programs be strengthened by requiring all prospective teachers to take a course in educational media methods and materials or by including educational media experiences in the teacher education sequence courses.

6. That Kansas institutions of higher learning that are involved in teacher preparation make an effort to provide services which will help the in-service teacher to utilize educational media materials such as workshops, institutes, and summer courses.

7. That improvements be made in the procedures used to locate and distribute educational media in the Kansas public schools.

8. That physical facilities which complement the use of a wide range of educational media be provided in all Kansas public school classrooms.

9. That each Kansas public school system develop an educational media budget and that professional educational media personnel be involved with the administration in the formulation of the budget.

10. That substantial increases be made in the number of qualified media personnel assigned as directors and coordinators in the Kansas public schools.

11. That this study be made available to the administration and faculties of the Kansas public schools in order that they might appraise the effectiveness of their instructional programs.

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APPENDIX A

CRITERIA RELATING TO EDUCATIONAL MEDIA PROGRAMS

CRITERIA

RELATING TO

EDUCATIONAL MEDIA PROGRAMS

IN

SCHOOL SYSTEMS

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Norman, Oklahoma

These criteria were developed as part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864.

CRITERIA
RELATING TO
AN EDUCATIONAL MEDIA PROGRAM

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monograms. Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country. Each was given a special assignment to write a description of what he considered to be a model media program. They represented both large and small public schools and large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

A. Commitment to the Media Program

- A school system should have a program of media services administered through a school educational media center, and building centers if such are needed, which provide teachers with an adequate supply of appropriate instructional materials.

- The educational media center should be an independent service unit that operates at the same level as other major school system services.

- A school system's educational media program should provide media and services compatible with modern-day instructional technology.

- A school system's educational media program should be directed toward the improvement of instruction in a modern educational program.

- The educational media program should occupy an important position in a school system's organizational plan.

- A school system's educational media functions and services should be coordinated under a single supervisory unit, generally called an "Educational Media Center."

- A school system should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.

- A school system's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

- School system lines of communications and responsibilities should be clearly established to define the relationship of the director of the educational media program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.

- School administraters should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.

- Liaison should be maintained with state and national public institutions or agencies to make it possible for a school system to participate in cooperative projects that enrich or stimulate the local media program.

B. Commitment to Educational Media as an Integral Part of Curriculum and Instruction

- The philosophy of an educational media program should be congruent with the philosophy and objectives of the school system in which it exists.

- A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

- A school system should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.

- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout a school system.

- Teachers should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.

- The educational media program in a comprehensive school system should provide media and services for a wide variety of curricula in the various specialized departments, technical courses, and special education curriculums of the school.

- Long-range school system goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Adequate Educational Media Facilities

- New buildings constructed by a school system should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.

- There should be a long-range system-wide plan which provides for the adaptation of old classrooms for effective use of educational media.

- An educational media center should be provided with adequate physical facilities for optimum service to a school system.

- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the school system for activities of a similar nature.

D. Commitment to Budgeting and Financing the Educational Media Program

- A school system's educational media program should be adequately financed through an independent budget.
- The budget of an educational media program should reflect the educational media requirements of the entire school system.
- The manner in which an educational media budget is administered should be determined by clear cut school system policies concerning allocations, income, and expenditures.
- The budget of an educational media program should be based on both the school system's long-range goals and its immediate educational needs.
- The budget of a school system's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.

E. Commitment to Educational Media Staff

- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to a school system's entire faculty.
- A school system should have a sufficient number of non-professional media staff members to relieve teachers and professional media staff of all routine clerical and technical tasks.
- The director of a school system's educational media program should be directly responsible to the administrative officer in charge of instruction.
- A school system's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- Teachers should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.

- The professional media staff should cooperate with teachers, supervisors, and other curriculum workers in planning and developing the parts of the instructional program that make provisions for the use of educational media.

- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all instructional programs that make use of media.

- An educational media program should include a consultation function with professional media staff members competent to render advise to teachers, administrators, supervisors, and other curriculum workers in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.

- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.

- If the inservice education activities for teachers, librarians and media personnel includes educational media workshops, institutes and conferences, the assistance of local, regional, and state educational media specialists should be utilized in planning and conducting these activities.

- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.

- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

III. THE EDUCATIONAL MEDIA CENTER

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to teachers and students.

- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.

- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.

- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

- Services provided by the school's educational media center for building instructional units should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

- In order to achieve a high level of utilization all educational media should be made highly accessible to each teacher, either by delivery from the school educational media center to the point of use, or by the establishment of building centers where frequently used media are placed on long-term loan.

- If a school system is large and complex, the school media center should be supplemented by building media centers. The services provided by the school media center should be comprehensive and its services should include all those which the building centers are not equipped to provide. Duplication of effort should be held to a minimum.

- All frequently used educational media should be automatically placed in building media centers on a long-term loan when the need is established.

- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in buildings, departments, and in some cases in classrooms where they are used.

- Educational media available only from the school media center should be delivered to the school buildings where used at regularly scheduled intervals.

- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.

- A production unit should have a minimum staff consisting of a director, secretary, photographer, and artist.

- There should be a central photographic production service available to all building instructional units which produces all kinds of still photographic materials.

- Unique materials needed for specific teaching and learning situations should be produced in the school educational media center. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.

- Graphic materials production facilities and services should be available in one location with sub-facilities available in buildings where needed for the production of graphs, charts, animations, art work, transparency originals, silk-screen plates, teaching models, and scientific exhibits.

- If a school has need for complete recording and professional type high-speed re-recording, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.

- If a school has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.

- There should be centralized services for maintaining all educational media owned by the school system.

- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.

- There should be a definite plan for replacement of worn out or obsolete equipment.

- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.

- All educational media should be examined and/or previewed before being purchased by the school.

- The quantity and [illegible] of educational media necessary for effective support of an [illegible] should be determined by the level of utilization of the school's faculty.

- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.

- There should be definite plans for involving teachers in continuous evaluations of the effectiveness of presently owned media.

● A school educational media center should maintain an up-to-date collection of catalogs, indexes, and other references for use in the selection and procurement of materials and equipment. This collection should include the Media Index, if this publication is not otherwise available to school media personnel.

◉ Each building educational media center should maintain an up-to-date file of community resources available to teachers in the building, and the school media center should maintain a master file of all community resources available to all teachers in the school system.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

● Housing facilities for the school's educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all instructional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media, and for office space needed for media center personnel.

◉ Housing facilities for building educational media centers should be adequate in size and arrangement to make it possible for services needed from the building centers to be effectively provided. The facilities should provide for the storage of all media on long-term loan to the buildings, and for specialized activities such as handling, circulation, and production of media.

○ Professional educational media personnel should be provided office space with sufficient privacy for consultations and conferences.

◉ The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photographic studio, (4) at least one darkroom, and (5) a graphics studio.

○ Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.

● A school should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk-screen production area, mechanical printing devices, and office space as required.

◉ A school that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.

○ A school that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.

- A school that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.

- An educational media center should have preview rooms where educational media can be examined and evaluated.

- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.

- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in all school buildings should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.

- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

- Classrooms should be equipped with permanently installed bulletin boards, chalk boards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.

- An educational media program should be financed entirely from regularly appropriated school funds.

- A school system should have clear-cut policies concerning allocation, income, and charges against the educational media budget.

- The budget of an educational media program should be based on both the school's long-range goals and immediate educational media needs.

- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.

- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.

- The budget of an educational media program should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.

- There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.

- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the school's educational program should be completely subsidized through a centralized budget.

- Teachers should be able to use educational media from the media center with no more restrictions than those imposed on the use of the book library or similar school services.

- The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.

- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

VI. EDUCATIONAL MEDIA STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to school media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.

- The school's educational media center and building media centers should be staffed with professional, clerical, and technical personnel appropriately trained for the level of performance they are expected to render.

- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.

- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. He should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of education communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.

- The functions of the director of the educational media program should include: reporting the needs of the media program to the school administration, determining budget and financial needs, and providing consultative services to teachers, administrators, supervisors, and other staff members.

- The functions of the director of the educational media program should include the administration of the educational media center. In large school systems the coordination of the various functions of the educational media center should be delegated to an assistant director who approaches the broad educational requirements listed above for educational media directors.

- Specialists in the various media areas should be delegated supervisory responsibilities for the specialized functions of the educational media center. Such supervisors should report to the director or the assistant director, and should include specialists in television production, radio production, programed learning, media evaluation, selection and procurement, film librarians, and consultants skilled in assisting teachers in the instructional application of educational media.

- Professional educational media staff members should have advanced degrees with specialization in the media area in which they work.

- Professional educational media staff members should be active in professional organizations, particularly those representing the area of their specialization.

- The educational media program in each building should be implemented and coordinated by an educational media specialist specifically prepared for this activity.

- Large buildings should be provided with the full-time services of a professional educational media coordinator.

- Small buildings should share the services of a professional educational media coordinator. Each coordinator should be assigned to few enough buildings to allow him to effectively implement and coordinate the media program in each building.

- The educational media coordinator should be well grounded in general education, and should have had successful experience as a classroom teacher. He should possess a masters degree, or its equivalent, and should have had training in such areas as theory of educational communications, curriculum and instructional methods, production of such media as graphics, photographic materials, and recorded materials, programed learning, administration, and supervision.

- Coordinators assigned to buildings where educational television is used should have an understanding of educational television production, and should be well grounded in techniques of television utilization in classroom instruction.

- The functions of the educational media coordinator should include: reporting the media needs of the building to the school media director, assisting teachers in the selection and procurement of materials, supervising all functions of the building media center, and providing consultative services to teachers, principals, supervisors, and other staff members assigned to the building.

- The non-professional educational media staff should consist of adequate numbers of clerical personnel, maintenance technicians, television technicians, distribution clerks, and production technicians.

- An educational media specialist should be able to delineate subject matter into teachable concepts, lead the faculty in cooperatively planning the curriculum, and organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. He should possess administrative ability to a high order, know and be skilled in the use of evaluation techniques, and be able to operate as a research specialist.

- An educational media specialist should have skill in the care and operation of all media devices so that he can ably train and supervise operators and maintenance personnel.

- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.

- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production.

- An educational media specialist should demonstrate a desire to improve his professional competence by attending local, state, and national educational media conferences, conventions, and workshops.

APPENDIX B

EVALUATIVE CHECKLIST

EVALUATIVE CHECKLIST

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AN INSTRUMENT FOR SELF-EVALUATING AN EDUCATIONAL MEDIA PROGRAM IN SCHOOL SYSTEMS

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revised by

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INTRODUCTION TO CHECKLIST

The Evaluative Checklist which follows has been revised from an instrument developed by W. R. Fulton.[1] The checklist has been through a try-out and validation phase. It is known that when properly applied to a school system, it will discriminate among the several levels of quality in educational media programs.

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this Checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the Checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the Checklist.

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[1] The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if above, mark one of the higher numbered spaces of 3, 6, 9, or 12. In any case mark only one of the twelve spaces.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

Mark only one box

☐ 1	☐ 2	☐ 3	There is no director of the media program.
☐ 4	☐ 5	☐ 6	There is a part-time director of the media program.
☐ 7	☒ 8	☐ 9	There is a full-time director in charge of the media program.
☐ 10	☐ 11	☐ 12	There is a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major school services.
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers throughout the school system.

A. Commitment to the Media Program

Mark only one of the twelve boxes

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The school's educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.

$\boxed{10}$ $\boxed{11}$ $\boxed{12}$ The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The school provides some educational media for teachers, and no trained personnel are available to assist in the utilization of the educational media that is provided.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

$\boxed{10}$ $\boxed{11}$ $\boxed{12}$ The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The buildings in use at this time provide for only very limited use of educational media.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

$\boxed{10}$ $\boxed{11}$ $\boxed{12}$ All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ Finances for the educational media program are not included in the budget.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

$\boxed{10}$ $\boxed{11}$ $\boxed{12}$ The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The responsibility for utilization of educational media services rests entirely with the individual teacher who desires such services.

Remember -- Mark only one of the twelve boxes

4 5 6 The responsibility for educational media services is assigned to various staff members whose primary commitments are in other school jobs.

7 8 9 The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

10 11 12 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

- A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services in Educational Media Utilization

1 2 3 There are no educational media personnel available to provide for consultative services.

4 5 6 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

7 8 9 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

10 11 12 Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

1 2 3 No inservice education activities relating to the utilization of educational media are provided.

Remember -- Mark only one of the twelve boxes

$\boxed{4}\boxed{5}\boxed{6}$ Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

$\boxed{7}\boxed{8}\boxed{9}$ Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

$\boxed{10}\boxed{11}\boxed{12}$ Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

$\boxed{1}\boxed{2}\boxed{3}$ None of the teachers nor students make any use of educational media in their individual presentations.

$\boxed{4}\boxed{5}\boxed{6}$ Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

$\boxed{7}\boxed{8}\boxed{9}$ Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

$\boxed{10}\boxed{11}\boxed{12}$ Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

$\boxed{1}\boxed{2}\boxed{3}$ There are no professional educational media staff available, therefore they cannot be involved in planning for the use of educational media.

$\boxed{4}\boxed{5}\boxed{6}$ The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

$\boxed{7}\boxed{8}\boxed{9}$ The professional educational media staff is occasionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

$\boxed{10}\boxed{11}\boxed{12}$ The educational media specialist and his professional staff are usually involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

Remember -- Mark only one of the twelve boxes

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

- Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

Remember -- Mark only one of the twelve boxes

A. Location and Accessibility of Educational Media

1 2 3 The school does not have an educational media center and does not have access to such services and media as might be rendered from an educational media center.

4 5 6 The location of the school's educational media center is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

7 8 9 The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

10 11 12 The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

1 2 3 Information concerning educational media is never disseminated to prospective users as a matter of policy, but occasionally information concerning educational media might be secured upon request.

4 5 6 Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

7 8 9 Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

☐10 ☐11 ☐12 Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

☐1 ☐2 ☐3 Educational media is practically nonexistent and responsibility for obtaining such materials rests entirely with the user.

☐4 ☐5 ☐6 The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

☐7 ☐8 ☐9 The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

☐10 ☐11 ☐12 There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

☐1 ☐2 ☐3 There are practically no media storage facilities and those that are available are most difficult to locate and retrieve.

☐4 ☐5 ☐6 Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

☐7 ☐8 ☐9 The school's educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

☐10 ☐11 ☐12 Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

☐1 ☐2 ☐3 The school has no provision for cleaning and repairing educational media.

☐4 ☐5 ☐6 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

☐7 ☐8 ☐9 Educational media are cleaned and repaired whenever the maintenance staff has time to do so.

☐10 ☐11 ☐12 All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

Remember -- Mark only one of the twelve boxes

F. Production of Media

1 2 3 Practically no facilities for production are made available to teachers in producing their own materials.

4 5 6 Limited production facilities are available for teachers to produce their own materials.

7 8 9 Educational media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.

10 11 12 Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

A. Physical Facilities in Existing Classrooms

1 2 3 No classrooms have been modified for use of educational media and no systematic plans have been made to adopt such classrooms for use of media.

4 5 6 A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

7 8 9 Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

10 11 12 All classrooms have been modified and equipped for optimum use of all types of educational media.

Remember -- Mark only one of the twelve boxes

B. Physical Facilities in New Classrooms

$\boxed{1}\boxed{2}\boxed{3}$ Most classrooms are not provided with physical facilities that make possible the use of educational media.

$\boxed{4}\boxed{5}\boxed{6}$ Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

$\boxed{7}\boxed{8}\boxed{9}$ Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

$\boxed{10}\boxed{11}\boxed{12}$ All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

Remember -- Mark only one of the twelve boxes

A. Reporting Financial Needs

$\boxed{1}\boxed{2}\boxed{3}$ The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

$\boxed{4}\boxed{5}\boxed{6}$ The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

$\boxed{7}\boxed{8}\boxed{9}$ The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

$\boxed{10}\boxed{11}\boxed{12}$ Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

$\boxed{1}\boxed{2}\boxed{3}$ The budget does not usually contain an allotment for educational media.

$\boxed{4}\boxed{5}\boxed{6}$ The educational media budget is based on an arbitrary allotment of funds irrespective of need.

$\boxed{7}\boxed{8}\boxed{9}$ The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

$\boxed{10}\boxed{11}\boxed{12}$ The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

$\boxed{1}\boxed{2}\boxed{3}$ There is no provision for the development of a separate educational media budget.

$\boxed{4}\boxed{5}\boxed{6}$ Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

$\boxed{7}\boxed{8}\boxed{9}$ The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

$\boxed{10}\boxed{11}\boxed{12}$ The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system.

A. School System Media Staff

$\boxed{1}\boxed{2}\boxed{3}$ No person has been assigned to look after the media program. Utilization of educational media is entirely the responsibility of the user.

$\boxed{4}\boxed{5}\boxed{6}$ A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

$\boxed{7}\boxed{8}\boxed{9}$ A professional media person with some special training is in charge of the educational media program and has some professional, clerical and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

$\boxed{10}\boxed{11}\boxed{12}$ The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

Remember -- Mark only one of the twelve boxes

B. Building Media Staff

1 2 3 No building has a teacher, or a member of the professional staff assigned to coordinate media activities. Any use of media in teaching is included in the other tasks of the teacher.

4 5 6 Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

7 8 9 Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

10 11 12 A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

Remember -- Mark only one of the twelve boxes

PROFILE SHEET

Name of school system or district____

Enrollment of school system or district________________________________

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK ———————————————————— STRONG

Mark only one of the twelve boxes

Administrative Commitment	Section I Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	D	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	E	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
Media Services	Section II Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	D	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
Media Services Center	Section III Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	D	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	E	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	F	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
Facilities	Section IV Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
Budget and Finance	Section V Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
Staff	Section VI Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12
	B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12

APPENDIX C

COVER LETTER TO SUPERINTENDENTS

Kansas State Department of Education
Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

Office of the Commissioner

February 11, 1972

TO: School District Superintendents

FROM: C. Taylor Whittier, Commissioner

SUBJECT: Educational Media Evaluative Checklist

The Kansas State Department of Education is keenly interested in assessing some of the critical educational media needs of the elementary and secondary schools in Kansas. Additional data are needed to help more accurately determine the status of educational media so that subsequent proposals might be developed for improving the quality of instruction in these Kansas schools. Information obtained from this study would supplement the data obtained in the State Educational Evaluation of Kansas (SEEK), and would help the State Department answer some of the quiries that are being submitted.

You are being asked to assist by completing the enclosed evaluation checklist which has been revised by Dr. Kenneth L. King of Kansas State University from an instrument developed by Dr. William R. Fulton of the University of Oklahoma. This instrument requires 22 responses that should take about 15 minutes to complete. Please forward the instrument to the proper person in your school district for completion. This instrument should reflect the district-wide status of your media program. School districts will not be identified by name in the completed study. The results of the study will be made available through our office.

The data collected from these checklists will be most valuable in assessment of the media needs in our state. Mr. Carl Hempstead, State Department Director of Library and Media Services will be coordinating this study for the State Department of Education. Dr. Kenneth King of Kansas State University will be directing the study and will be assisted by a group of instructional media specialists from the College of Education, Kansas State University. Data analysis would begin within three weeks, therefore your immediate response is needed.

There have been recent developments in the field of educational media, such as accreditation requirements, joint standards, certification of media personnel, and media development grants. The Kansas State Department of Education is interested in this study as a basis for expanded efforts in this direction. The term "Educational Media" as used in this instrument means all equipment and materials traditionally known as audiovisual materials and all the newer media such as television and programmed materials.

Please return the profile sheet or last page of the instrument in the self-addressed envelope. You may keep the Evaluative Checklist for your reference.

May we thank you in advance for your prompt cooperation. We are anticipating a 100% return.